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ABSTRACT

Metropolitan State University, Minneapolis-St. Paul, Minnesota, is a competence-based, baccalaureate-degree-granting institution created in 1971 to serve adults. The Operational Models Project was designed to improve the university's program for assessing experiential learning. Specific purposes of the project were: (1) to describe a program for assessing experiential learning, (2) to review to process of identifying learning outcomes from work experience, (3) to review the criterion standards used by the University in its assessment process, and (4) to study, evaluate and improve the Metropolitan University program. Samples of student degree plans, learning assessment agreements, and narrative transcripts of student achievement are appended. (Author/MV)

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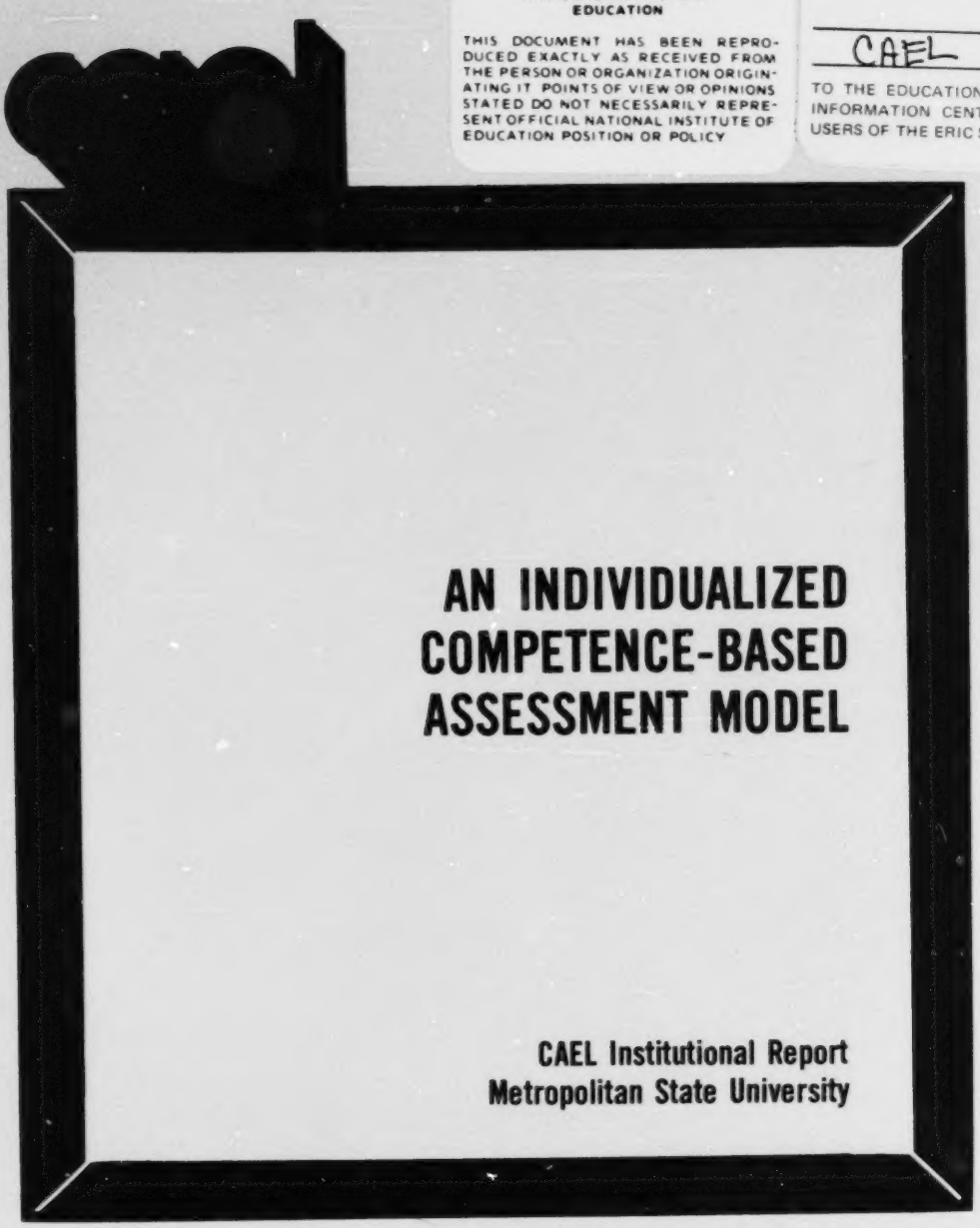

AN INDIVIDUALIZED COMPETENCE-BASED ASSESSMENT MODEL

CAEL Institutional Report
Metropolitan State University

Cooperative Assessment of
Experiential Learning

TM006 724

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is a research and development project involving Educational Testing Service and an Assembly of some 240 institutions of higher education and other educational organizations. Its purpose is to advance understanding and practice in the assessment of experiential learning. Funding was provided initially by the Carnegie Corporation of New York and subsequently by the Ford Foundation, the Lilly Endowment, and the Fund for the Improvement of Postsecondary Education.

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CAEL Institutional Report
Metropolitan State University

An Individualized Competence-Based Assessment Model

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CAEL Institutional Reports are prepared at member institutions in cooperation with the CAEL project, and are based upon special projects commissioned by the CAEL Steering Committee. While Institutional Reports reflect the general orientation and types of work priorities determined by the Steering Committee, they are reports of the individual institutions and may reflect practices different from those suggested elsewhere by CAEL.

Cooperative Assessment of Experiential Learning

September 1976

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PREFACE

About the CAEL Operational Project

This report is one of a series of institutional reports produced under the auspices of the CAEL Operational Models Project. A few words of background may be useful in helping readers to understand the purpose of the work and the context in which it was undertaken.

CAEL's overall mission is to improve the assessment of experiential learning, but considering how assessment techniques and materials are used in institutions, it is clear that there are many problems of implementation. Assessment does not exist as an isolated process but is embedded in a context of existing academic procedures, policies, and people. The CAEL Steering Committee recognized that if experiential learning is to become an effective part of the curriculum, it is critical to develop sound procedures for integrating the assessment process into the traditional academic structure.

The Operational Models Project was conceived in response to that need. It was supported by the Fund for the Improvement of Postsecondary Education in July 1975. The basic plan was to select 12 institutions facing rather different implementation problems and to provide a cooperative context for each to devote special attention to its particular concern. Some have focused on the problem of defining standards--an issue that lies at the heart of most educational questions that arise with respect to a new program. Other institutions have focused upon the problem of financing learning and assessment programs--an issue that lies at the heart of most adminstrative questions that arise with respect to a new program.

Each institutional team has worked toward clarification and documentation of desirable policies and working procedures for incorporating the assessment of experiential learning into the fabric of its own institution; i.e., an improved operational model. This report is one of the products. In order to enhance the dissemination and utilization of this work, each institution producing an operational model has held or will hold a local "dissemination workshop" for interested institutions in its immediate area. In addition, the institutions held national workshops at the fall 1976 CAEL Assembly meeting.

Even though the 12 institutions participating in this project were selected partly because they faced different implementation problems, there is necessarily a good deal of commonality of interest and overlap in the issues of greatest concern. As a consequence, it sometimes happens that the same issue or assessment practice is discussed in several reports from a somewhat different point of view. From the perspective of someone reading the entire series, some points may appear to be repeated unnecessarily, but there is value in noting the manner in which a general approach is adapted in different situations. Furthermore, it was felt more important to have each institutional report stand on its own than to artificially edit out discussion of an essential aspect of an assessment system simply because that aspect is reflected in the work of more than one institution. The authors have, however, tried to focus their attention on the unique aspects of their programs so that this series can have a maximum benefit to other institutions.

The Metropolitan State University Operational Model

Metropolitan State University, formerly Minnesota Metropolitan State College, is a competence-based, upper-division institution serving adult students in the Minneapolis-St. Paul metropolitan community. Metro U's individualized educational format gives each student responsibility for and authority over his or her education. Among the other features of the institution are the use of community faculty as primary instructors, a core of permanent faculty who serve as educational facilitators and brokers, the extensive use of community-based learning activities in degree programs, and the use of community facilities as the institution's "campus."

Assessment of experiential learning is an integral component of the educational program. Recognition is given to competences gained through experiences that took place prior to admission to Metro U as well as those competences gained subsequent to enrollment. The Metropolitan State University Operational Models Project researched issues related to the assessment of experiential learning within the context of a student-based evaluators.

Chapters I and II of this report provide an overview of Metropolitan State University's basic tenets and educational format. Chapter III focuses on the theory and practice of assessment at Metro U. Chapter IV reviews the research findings of the studies conducted through the Operational Models Project, and Chapter V summarizes project activities and outcomes.

The research conducted under the Operational Models Project was related directly to the improvement of the Metro U assessment program. Among the findings of the research were: (a) assessment of experiential learning is facilitated by a group orientation class or course; (b) community-based professionals felt that it was appropriate for colleges and universities to recognize nonclassroom or experiential learning in baccalaureate degree programs and that it was appropriate for qualified experts from the community to participate in the assessment of that learning; (c) community-based professionals, who are given appropriate direction and guidelines, can contribute significantly to an institution's program for assessing experiential learning; and (d) Metro U graduates and employers favor a narrative form of transcript; however, graduate school deans expressed reservations with the narrative transcript because it lacks normative data.

The authors of this report express their appreciation to the many Metropolitan State University staff who participated in the Operational Models Project, especially:

Aubrey Forrest
Robert Fox
Janet Hagberg
Carol Holmberg
Miriam Meyers
Jane Pyle
Deborah Smith

INTRODUCTION

From the inception of Metropolitan State University, the recognition and assessment of experiential learning have been essential components of the University's program. The assessment program recognizes competences gained before admission to the University (prior learning) as well as competences gained after admission.

Metro U's Operational Models Project was designed to improve the University's program for assessing experiential learning. The specific purposes of the project were to:

1. Describe a program for assessing experiential learning at an innovative competence-based institution.
2. Review the process of identifying learning outcomes from work experience.
3. Review the criterion standards used by the University in its assessment process.
4. Research, evaluate, and improve the Metro U program for assessing experiential learning.
5. Describe a cooperative project in which the Metro U assessment program was adapted by six community colleges.[1]

Attention was given to criterion standards related to the assessment of learning outcomes of both work experience and nonwork experience. Work-related competences are most often prior competences, and the process used to assess work-related competences is the same as that used to assess other prior learning. This report focuses on the assessment of prior learning which includes, but is not limited to, the assessment of the learning outcomes of work experience.

Central to the Operational Models Project was a series of research studies designed to test the efficacy and effectiveness of the assessment process. Among the studies undertaken were: (a) surveys of Metro U faculty and assessment personnel; (b) an activity analysis of Assessment Office faculty; (c) a content analysis of a sample of Degree Plans; (d) a reliability study of assessors; (e) a survey of community-based evaluators concerning perceptions of assessment process; and (f) a survey of graduates, employers, faculty, and graduate school deans regarding the use and acceptability of the narrative transcript.

The assessment of experiential learning is an integral component of Metro U's educational program, and the process cannot be understood without a perspective of the entire institution. This report includes both the sequential and functional approaches to the development of an operational model and is intended to reflect the relationship of the assessment program to the other components of the University.

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[1] The report on this cooperative project is not included here but may be obtained from the Office of Research and Development, Metropolitan State University, Metro Square, 7th and Robert Streets, St. Paul, Minnesota, 55101. Ask for "Application of Metropolitan State University Assessment Model to Six Community Colleges." In addition to a description of the adaptation of the model, the report includes a review of related issues and several suggestions for "managing change" that were derived from the three-year project.

I. OVERVIEW OF METROPOLITAN STATE UNIVERSITY

Metropolitan State University was authorized by the Minnesota State Legislature in May 1971 and admitted its first students in February 1972. Metro U, the newest member of the Minnesota State University System, received full accreditation from the North Central Association of Colleges and Secondary Schools in July 1975. The University has an enrollment of approximately 1,700 students and has over 700 graduates.

From its inception, Metro U has been experimental in its approach to higher education. By design, the institution has avoided replicating already existing educational opportunities, and has sought to provide alternative ways for adults to participate in higher education. It has not sought to be molded into conformity with conventional concepts of postsecondary education, but, instead, has developed a highly individualized, community-based, student-centered educational process that gives adult students the authority and responsibility for determining the content and criteria for quality higher education. Many of the ideas upon which Metro U is based have elements in common with other institutions of postsecondary education. The uniqueness of Metro U rests primarily in the constellation of theory and practice in a single institution as a response to the educational needs of adults in a metropolitan area.

Educational Tenets

Metro U's educational philosophy is embodied in the following educational tenets:

> I. The University vests in each individual student responsibility for and authority over his or her education. The University vests in its officers and faculty responsibility for and authority over teaching and for determining whether or not a student has given adequate evidence that he or she has achieved his or her educational objectives.

The University's first tenet is perhaps its most distinguishing feature. In any complex organization there are always forces emerging that seek to redirect the institution in relation either to its objectives or to its procedures. By placing responsibility in the hands of individual students, Metro U provides its students with the means to protect the experiment that has been carefully designed to meet their educational needs--needs not met by traditional institutions. This tenet gives the individual student authority and responsibility to resist traditional forces, both from within and outside the institution, which would try to redirect the institution in ways that might make it less useful to students.

The individualized nature of the program planning implies that other components of the University do not have the right to interfere with the student's educational goals except through advice and persuasion. The University, on its part, has the responsibility and authority to determine whether or not the student has proved that the goals have, in fact, been achieved. The University has established a definition of competence and standards of evidence which the student learning must meet.

> II. The University records a student's educational progress in terms of the competences the student achieves and *not* in terms of the number of courses or other units of experience which the student undertakes to achieve competences.

Most schools, colleges, and universities define a student's education as the completion

of a fixed number of units, usually called credits or credit hours. A student's progress toward the completion of his or her education, then, is described in terms of the number of units which the student has satisfactorily completed. The quality of these units is measured primarily on the basis of "inputs," e.g., how well the instructor is prepared, length of the course, the quality of the instructional materials (books, lectures, films), etc.

At Metro U, attention is focused on the "outcomes" of education, not on the inputs. These outcomes are called competences. A student's progress toward a degree is described by setting forth in writing the specific competences which the individual has achieved, i.e., the competences for which the student has offered clear and adequate proof that each competence claimed has, in fact, been demonstrated and can be recorded.

> III. The University believes that whenever appropriate, students should be encouraged to make use of community resources, including human resources and events controlled by agencies and organizations external to the University, to achieve their educational goals.

One of Metro U's objectives is to teach students to use the resources of the entire community for educational purposes. To this end, the institution has minimized the number of resources that it owns or controls. Students are encouraged to find many of their teachers in the community and to use every aspect of their lives, their homes, their work, their recreational activities, and their community activities to acquire educational competences that can be recorded as part of their transcript. The University offers organized learning opportunities in the form of small group classes and individual study activities, but special emphasis is placed on students' taking advantage of the rich array of courses and of other formal and informal learning opportunities available throughout the metropolitan area.

Consistent with Tenet III, Metro U does not have a formal campus. A central coordinating center in downtown St. Paul houses the administrative and faculty offices. A center in downtown Minneapolis represents the first in a series of community-based learning centers that are being developed throughout the seven-county metropolitan area. Classes and other instructional activities are held in libraries, office buildings, schools, and other community-based centers.

> IV. The University recommends that each student receiving a degree demonstrate a high level of competence in each of these areas of life: communications and basic learning; the responsibilities of being a member of a self-governing community; vocational or work; avocational or recreation; and personal development and social awareness. To achieve competence in the areas listed means that students must know and employ many of the arts, sciences, humanities and applied disciplines. It also frequently means that students will require types of knowledge and understanding which vary significantly from the types usually associated with higher education, particularly experientially-based knowledge and affective knowledge. The University respects the broadening of the concept of what it means to be learned which is thereby implied.

The five areas of competence noted in Tenet IV provide the framework for the student's educational program. During the Individualized Educational Planning Course (IEPC) the student must develop a Degree Plan that describes the competences he/she possesses and which he/she seeks to attain in each of the areas. The areas of competence do not constitute a curriculum or distributional requirements; rather, they are intended to provide a basis for the student to examine his/her life and, on the basis of that examination, to develop an educational

plan. The areas are constituent elements of an educated person that vary in type and degree from individual to individual. Through the areas of competence Metro U seeks to integrate an individual's education with the other parts of his/her life.

V. The University expects that those upon whom it confers degrees will be life-long, self-directed learners committed to excellence in their learning.

Metro U's educational process is designed to assist students to identify their competences, to diagnose their learning needs, to establish learning objectives, to identify and utilize a diversity of community-based learning resources, to achieve their learning objectives, and to determine when the objectives have been attained. Through this process, the University attempts to produce graduates who will be independent, self-directed, continuous learners throughout their lives.

Adminsitrative Organization

Metropolitan State University is part of the State University System and is, therefore, accountable to the State University Board. Within the institution, there are two administrative divisions--Academic Affairs and Administrative Services. The Division of Academic Affairs is organized functionally into six offices--Admissions, Registrar, Advising, Research and Development, Learning Resources, and Assessment. The administrative organization of Metro U is presented in Figure 1.

The Admissions Office initiates contacts with and responds to inquiries from prospective students. Applications for admission are processed by the Registrar's Office, which also maintains all student records. The Advising Office coordinates all academic advising for students and provides the following support services: Degree Plan consultations, Degree Plan amendments, special workshops, psychological and career counseling, career development workshops, special student advising and testing. The Advising Office also serves as an educational broker and as an ombudsperson for students. The Research and Development Office coordinates institutional research, faculty development, grants, and special projects.

The Learning Resources Office develops and coordinates the learning activities sponsored by the University including group learning opportunities (GLOs), independent studies, programmed instruction, internships, and the IEPC. Descriptions of and schedules for these learning activities are published quarterly in the Learning Opportunities Catalogue. Learning Resources also sponsors the Metro Information and Learning Library (MILL), which serves as a clearinghouse that identifies, indexes, and publicizes both formal and nonformal community-based educational opportunities. Students are informed of community-based learning opportunities and of University announcements through a biweekly newsletter called the *Catalyst*. An additional function of the Office of Learning Resources is to recruit, screen, and train the University's community faculty.

The Assessment Office consists of a director, two full-time equivalent faculty, and two full-time equivalent support staff. Among the functions of the Assessment Office are:

1. To develop policies, procedures, and materials necessary for the assessment of experiential learning.
2. To assess the adequacy of evidence submitted by students to support claims of competence.
3. To teach students about assessment policies, procedures, and issues.
4. To recruit, select, orient, and train a pool of community-based per-

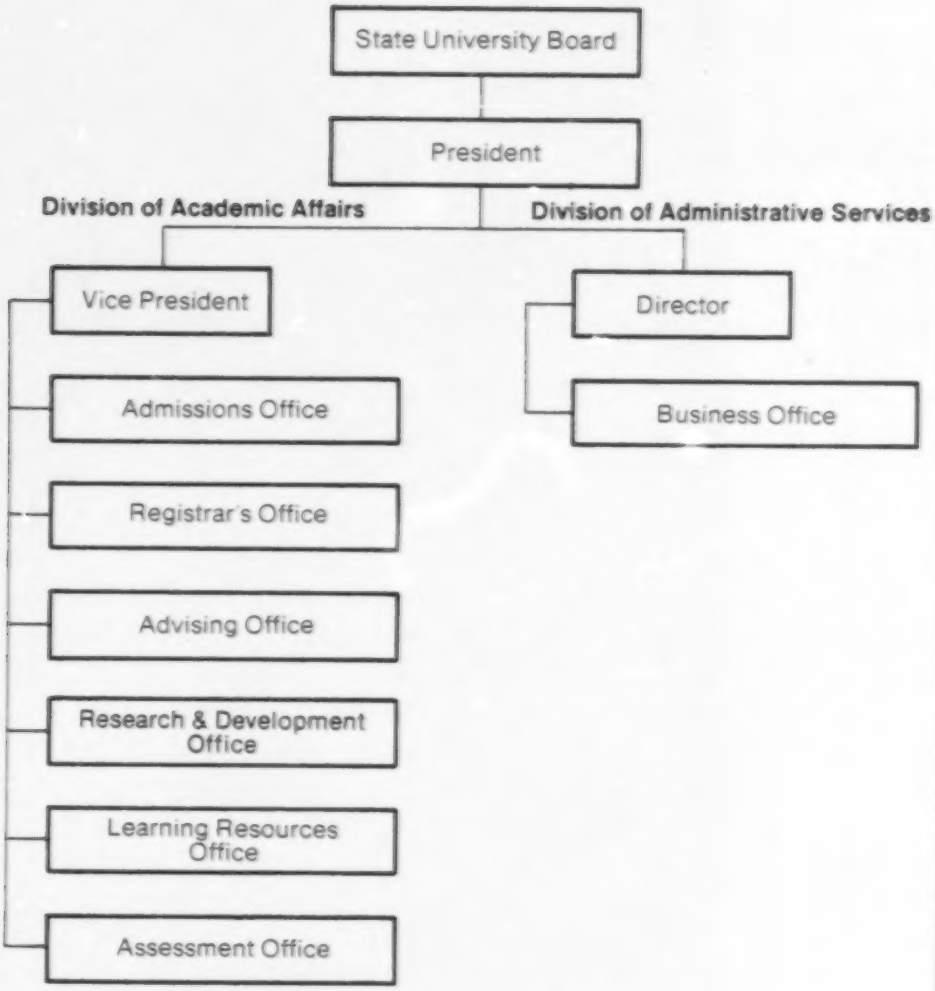

Figure 1. Administrative Organization

sons qualified to evaluate the outcomes of experiential learning.

5. To assist students in the preparation and editing of their narrative transcripts.
6. To engage in mutual assistance projects with external agencies interested in competence-based education and the assessment of experiential learning.

Faculty Resources

Metro U employs a core of 17 full-time faculty and 7 part-time faculty. The responsibilities of faculty members vary according to the administrative office to which they are assigned. In general, however, faculty responsibilities include:

1. Advising students in the development and implementation of their Degree Plans and serving as educational "brokers".
2. Teaching, including IEPC and group learning opportunities, and supervising internships and independent studies.
3. Developing, organizing, and delivering learning resources.
4. Assessing prior and sponsored experiential learning.
5. Engaging in research and development activities.

In addition to the permanent faculty, there are approximately 300 community faculty (adjunct faculty) who perform the following functions:

1. Instruction--offering group learning opportunities and supervising independent studies.
2. Assessment--serving as evaluators of student competence.
3. Consultation--advising students in the formulation of their Degree Plans.

Metro U does not have conventional academic departments or divisions. To facilitate the development of the University's learning resources, three Academic Conferences (Administration, Human Services, and Arts and Sciences) have been established. These Conferences, in cooperation with the Office of Learning Resources, recruit, screen, train, and evaluate community faculty, coordinate learning activities sponsored by the University, and generate additional learning opportunities. The Conferences include permanent faculty, community faculty, and students.

Student Characteristics

The median age of Metro U's students at admission is 34, and only 4 percent of the students are 22 or younger. About 46 percent of the students are female and 8 percent are racial minorities, which is higher than the percentage of minorities in the metropolitan area population. Seven out of ten Metro U students are married, and over 80 percent are employed on a full-time basis, primarily in managerial or professional positions. The median annual family income of Metro U students is approximately $14,500. Over 93 percent of Metro U students are financially independent of their parents.

Prior to enrolling at Metro U, more than half of the students (59 percent) previously attended at least two postsecondary institutions. Their experiences at those institutions were generally satisfactory and, on the basis of grade-point averages, successful. Students most often cite financial problems and family or marital responsibilities as the major reasons for not having previously completed a baccalaureate degree. The three most important reasons

students cite for enrolling in Metro U are: (1) to satisfy a personal desire to achieve a college education; (2) to achieve personal enrichment; and (3) to enhance vocational opportunities. The features of Metro U which are most attractive students are: (1) the flexibility of the program; (2) the individualized educational program; and (3) the opportunity to earn credit for learning gained from prior life experiences. Most students enroll at Metro U after being away from credit courses for more than one year. Metro U students rate themselves in the top 10 percent of their peer groups in "independence," "persistence," "self-motivation," and "drive to achieve."

II. EDUCATIONAL FORMAT

This chapter presents the educational format of Metro U--a description of the sequence of steps and processes that a typical student encounters as he/she progresses through the institution. The format includes (1) admissions; (2) the Individualized Educational Planning Course (IEPC); (3) Degree Plan implementation, including advising, contract learning, and the utilization of learning resources; and (4) the narrative transcript process. Metro U's educational format is depicted schematically in Figure 2.

Admissions

Prospective students become aware of Metro U primarily through conversations with University students and graduates and through reading and hearing about the institution in the media. Older students often seek a preadmission interview to learn more about the special features of Metro U and to determine whether the University will be able to accommodate their seemingly unique life experiences and life styles.

The typical Metro U student is a transfer student who has accumulated a minimum of 88 quarter or 54 semester credits. Applicants who have not accumulated the requisite number of credits are referred either to a cooperative competence-based education program in one of six area community colleges or to the Metro U competence-based admissions workshop. The Metro U competence-based admissions workshop is designed to assist students to identify and document competences gained through life experience. Students may use verified competences in combination with previously transcripted credits to demonstrate the equivalent of the 88 quarter credits required for admission. For admissions purposes, each verified competence is counted as approximately four quarter credits. If the prospective student cannot submit adequate evidence for the required number of competences, he/she must acquire the remaining credits at another educational institution.

Individualized Educational Planning Course (IEPC)

Following admission, each Metro U student must enroll in the IEPC, which is designed to assist the student (1) to understand University policies and procedures, including assessment policies and processes; (2) to learn the principles of self-directed study; (3) to analyze his/her current competences and learning goals, and (4) to develop an individualized Degree Plan that will accomplish his/her learning objectives.

IEPC is offered every few weeks in a variety of modes including independent study, seminars, workshops, and small classes. The format of the course (e.g., student-faculty ratio, duration) varies according to the instructional mode. Central to each mode, however, is the Individualized Educational Planning textbook, a student handbook on Metro U's educational philosophy, policies, and procedures. Both permanent faculty and community faculty teach IEPC. Periodic workshops and training sessions are held to share ideas about teaching IEPC and to improve instructor performance.

The primary product of the IEPC is the student's upper-division Degree Plan which sets forth the student's prior competences as well as the competences to be gained while enrolled.

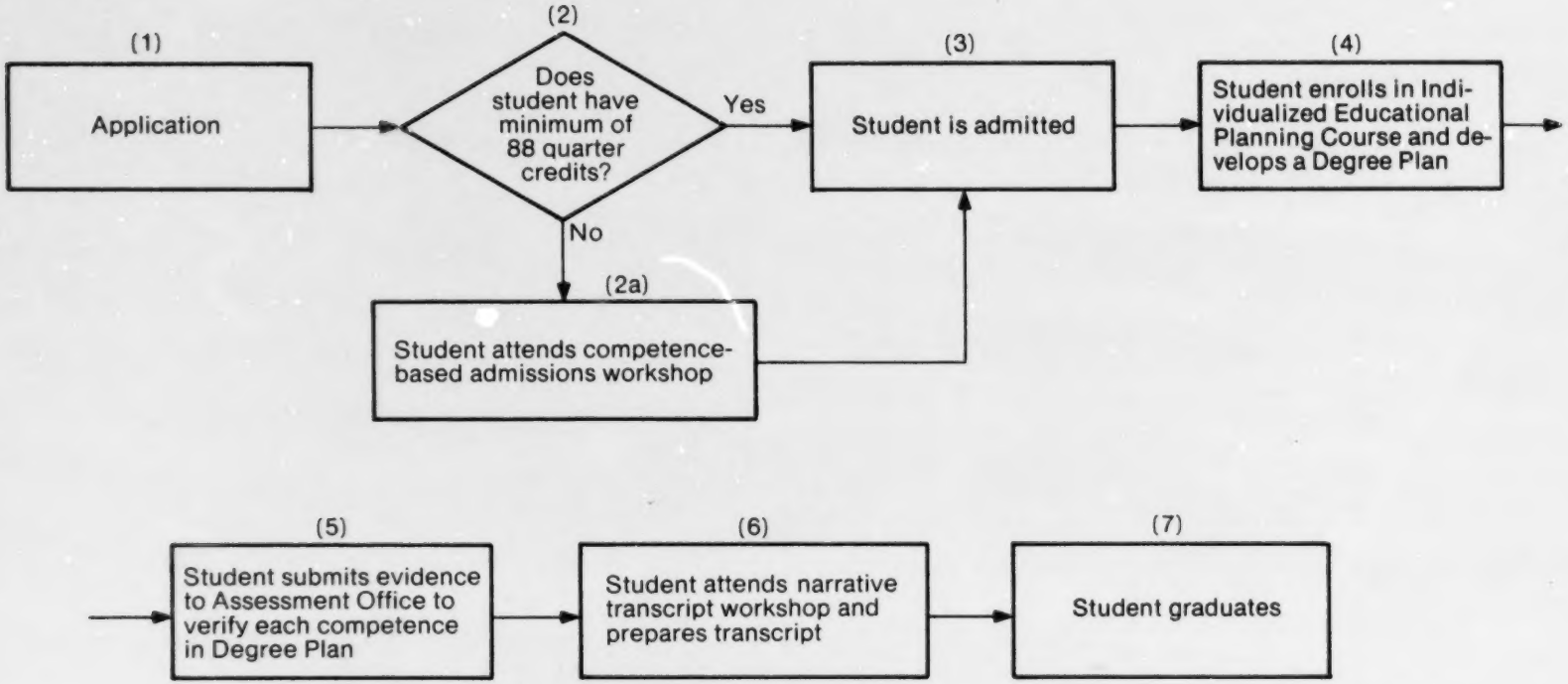

Figure 2. Basic Educational Format

The Degree Plan includes:

1. A statement indicating the relationship between the student's general educational goals and the competences included in the Degree Plan.
2. A table of contents that includes the number of credits the student possessed at the time of admission to Metro U and a list of the competences the student has attained prior to enrollment and those he/she seeks to acquire while enrolled.
3. A detailed description of the student's present competences (gained prior to enrollment) and future competences (to be acquired while enrolled) in each of the five areas of competence. Each competence listed in this section must include a description of the learning process or strategy used or to be used to acquire the competence, the level of the competence, the measurement techniques that will be used to evaluate the competence, and the names and qualifications of the persons who will evaluate the competences. Thus, the identification and articulation phases of assessment are accomplished during the IEPC.

A sample abbreviated Degree Plan is presented in Appendix A.

The number of competences required in the Degree Plan depends on the number of credits the student transfers to the University. Students entering with the minimum 88 quarter credits must include 24 competences in the Degree Plan. The number of competences required may be reduced for every additional 3.75 credits the student possesses; however, a minimum of 12 competences must be included in the Degree Plan.

Assessment concepts, policies, and procedures constitute a significant portion of the IEPC. The student must incorporate the concepts of competence, standards of adequate evidence, measurement techniques, and expert judgement in his/her Degree Plan. These concepts are explained further in Chapter III.

To provide advice and formative evaluation to students developing Degree Plans, consultants are made available to students throughout the IEPC. Consultants most often are permanent faculty or community faculty, but community-based resource persons not formally associated with the University may also be used. Various methods are used to match student information needs with consultant resources, including curriculum fairs, group consultations, audio tapes, and one-to-one consultations outside the IEPC class situation.

The student's Degree Plan, which may be revised several times during the IEPC, must be reviewed by at least two faculty members. In cases where the Degree Plan contains competences in fields not related to the expertise of the faculty reviewer, a content review by an expert in the appropriate field is obtained. Upon completion of the IEPC, the student has a Degree Plan that delineates the competences to be included in his/her upper-division program and specifies the relevant learning strategies, measurement techniques, and expert evaluators.

Students successfully completing IEPC (producing an acceptable Degree Plan and passing an objective test) achieve the following competence:

> Knows the basic educational concepts of competence-based, higher education; can apply these conecpts within the context of the procedures of Metro U; and can evaluate options within this context in designing an educational program appropriate to his/her own life goals.

Degree Plan Implementation

Advising Process. Once IEPC is successfully completed, the student is accepted as a candidate for the Bachelor of Arts Degree, the only degree awarded by Metro U. Upon admission to degree candidacy, each student assumes responsibility for and authority over his/her education.

Each degree candidate receives a faculty advisor, who assists the student in implementing the Degree Plan by encouraging and monitoring the student's progress, by giving advice on program content, and by referring the student to educational resources.

Permanent faculty serve as advisors to students, and each full-time faculty member advises approximately 60 students. The Advising Office maintains a telephone "hot line" that students can use to obtain answers to routine and procedural questions. The Advising Office faculty substitute for the advisor in special circumstances, e.g., when the advisor is on leave. Students also consult with the Advising Office on special problems that cannot be, or have not been, resolved through the usual channels.

Negotiated Learning. Degree candidates, with the assistance of the faculty advisor, implement their Degree Plans through a form of contract or negotiated learning. The learning "contract" form used by Metro U is the Learning-Assessment Agreement form (LAA--see Exhibit 1). The LAA, which is used both for the assessment of prior competences and for the activities pursuant to the attainment of future competences, specifies the competence statement, learning strategy, process verification, measurement techniques, name and qualifications of the evaluator, and the narrative evaluation.

The development of the LAA often involves substantial negotiations between the student and the instructor-assessor even though the student has already articulated the elements of the competence in the Degree Plan. Instructors often have somewhat different perceptions of the appropriate competence level, learning strategies, and assessment techniques for a particular learning opportunity. Through negotiation, the student and the instructor-assessor reach common ground and agree of the LAA form. In a one-to-one tutorial or independent study, the student typically retains most of the Degree Plan elements. In a group or class situation, however, the need for common approaches to course content, process, and assessment leaves less room for negotiation. Many instructors are quite willing to "individualize" a group learning experience to accommodate the needs and desires of individual students. The negotiation process is facilitated by the willingness of the instructor and the student to recognize each other's needs and preferences. Neither the student nor the instructor is obligated to participate in the learning activity if the terms are not mutually agreeable.

Degree candidates may modify or revise their Degree Plans at any time. Students considering modifications in their Degree Plans generally discuss the proposed changes with their advisors. However, the individual student's authority and responsibility over his/her education are respected both in principle and in practice, and they serve as a firm base for the student's discussions with the advisor or with other persons with whom he/she consults concerning the content and substance of the Degree Plan. The student's learning must, however, meet the University's definition of competence and standards of adequate evidence.

When a learning activity is completed, the completed LAA form, including the instructor's written evaluation of the student's competence, is forwarded to the Metro U Assessment Office. The completed LAA form constitutes the student's evidence of competence. The Assessment Office faculty review the student's evidence to ascertain that the competence meets the definition of competence and the evidence meets the standards of adequate evidence.

EXHIBIT 1

Metro State—PT-1—1/29/76—2766
(1/76)

METROPOLITAN STATE UNIVERSITY (612) 296-3875
121 Metro Square Building, 7th & Robert, St. Paul, Minnesota 55101

LEARNING-ASSESSMENT AGREEMENT

Date _____ **LAA Number** _____ **Advisor** _____

INSTRUCTIONS TO STUDENT: Please complete your name, address, phone, and name of advisor, if assigned. Complete Part 1.

INSTRUCTIONS TO EVALUATOR: Please complete your name, address, and phone. Read Part 1 and refer to "Guidelines" for completing Part 2. Please type or print clearly. Secure student's signature. Sign and return this completed form (retain blue copy) to Metro U Business Office, Resource Records. Thank you.

STUDENT _____
(name) (address) (city, state, zip) (phone)

EVALUATOR _____
(name) (address) (city, state, zip) (phone)

STUDENT ACKNOWLEDGMENT:		EVALUATOR CERTIFICATION:		METRO U ASSESSMENT OFFICE:	
signature	date	signature	date	signature	date

1 COMPETENCE:

ACHIEVED BY: ☐ LIFE/WORK EXPERIENCES ☐ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☐ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE **DATES:**

PROCESS DESCRIPTION:

2 PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☐ YES ☐ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☐ ORAL INTERVIEW ☐ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☐ PERFORMANCE TEST ☐ SITUATIONAL OBSERVATION ☐ PRODUCT EVALUATION ☐ ESSAY TEST

DESCRIPTION:

NAME AND QUALIFICATIONS OF EVALUATOR:

EVALUATION:

Narrative Transcript

The individualized, competence-based program of Metro U necessitates an alternative form of transcript--one that effectively communicates the unique accomplishments of individual students. Metro U, therefore, uses a narrative transcript because it describes the nature and context of the student's learning more accurately and precisely than a conventional letter grade transcript. Metro U's narrative transcript consists of the completed LAA forms that are required for each learning activity at the University.

Each student plays an integral part in the development of her or his transcript. As adequate evidence for each competence is received by the University, the acceptance of that evidence is recorded in the Degree Plan by the Assessment Office. When adequate evidence has been prepared for all of the competences listed in the Degree Plan, the student attends a narrative transcript workshop and assists in the preparation of the final transcript. Following the preparation of the final transcript, the Assessment Office sends one copy to the student and one to the advisor. If no objections to the transcript are registered by the student or advisor within 14 days, it is presented as the final document. Conflicts regarding the content of the transcript are resolved by the Vice President or his designee.

A sample abbreviated narrative transcript is presented in Appendix B. Research results concerning the use and acceptability of the narrative transcript by employers and graduate schools are reported in Chapter V.

iii. ASSESSMENT: THEORY AND PRACTICE

This chapter will focus first on the conceptual framework for Metro U's assessment of experiential learning program and then on the sequential format and details of the assessment process.

Competence

Metro U defines competence as what a person knows, or knows and can do, in a particular subject at a specified level. The University, thus, focuses on the educational outcomes or learning derived from an experience, not on the experience per se. To be included in a Degree Plan or on an official transcript, a competence must have an identifiable subject area that has both a theoretical and a practical element. The subject area refers to the major content of the competence, such as "archaeology," "personnel supervision," "city management," or "Renaissance literature."

With respect to the theoretical and practical elements of the competence, Metro U uses the words *theory*, *history*, *principles*, or *concepts* to indicate the theoretical aspect of a subject, and the words *methodology*, *skills*, or *techniques* to describe the practical aspects. Definitions of these terms are presented below:

Theory:	The systematic statement of principles and the formulation of apparent relationships underlying a particular subject.
History:	The systematic account of the chronological records of events for a subject.
Principles:	The fundamental rules, laws, or elements of a subject upon which other aspects of the subject are based.
Concepts:	The thoughts or ideas which tend to express certain generalizations with respect to a subject area.
Methodology:	The methods of inquiry relevant to a particular subject. In short, the methodology of a particular subject constitutes its "rules of the game."
Skills:	The proficiency or ability to do or use aspects of a subject area.
Techniques:	The methods or procedures related to the use of the theoretical aspects of a subject area.

The above terms are meant to be suggestive of the possible elements of a subject, and students are encouraged to supplement or supplant these terms with terminology appropriate to their particular competences. The intent of the University is to focus on the theoretical and practical aspects of a particular subject, not to force students to use "key words."

The University's definition of competence also requires that a competence "level" be specified by the student. The "level" of competence means the amount of competence possessed by the student in a particular subject. Metro U has identified four methods to determine the level or amount of competence possessed by students. These methods are:

1. Setting forth in detail those specific aspects of the subject which the student knows or knows and can do. For example, if the student knows the principles and methodologies of elementary statistics, the competence could be written as "Student X knows the following principles of elementary statistics and the methodology for their use: frequency

distributions, measures of central tendency, measures of variability, normal distribution, chi square, correlation, analysis of variance, and reliability." (domain criterion referenced)

2. Comparing the student's competence in a subject area with that of other individuals or groups. For example, "Student X knows the concepts or the principles and methodology of elementary statistics at a level equivalent to that normally attained by students completing a standard undergraduate introductory course in elementary statistics." (norm criterion referenced)
3. Referring to the student's personal objectives. For example, "Student X knows the basic principles and methodology of elementary statistics well enough to compute and interpret standardized test scores." (personal goal criterion referenced)
4. Describing the student's competence in terms of a particular hierarchy (introductory, intermediate, advanced) within the subject. For example, "Student X knows the principles of introductory statistics." (scale referenced)

Figure 3 represents the components of a competence and the steps to be followed in writing the competence statement. Section B of the diagram indicates some of the words that apply to the theoretical aspects of the competence, and section C refers to the practical aspects. Sections A, D, E, F, and G refer to the level of the competence.

Below are some examples of competence statements. The competence level in each example appears in italics.

> Knows the principles and techniques of personnel management and can apply these *as a personnel officer, including interviewing, screening applicants, record keeping, office management, affirmative action, and grievance procedures.*
>
> Knows the *basic* principles and techniques of interviewing and can apply these, including: *establishing rapport, eliciting information, probing without creating resistance, and communicating clearly.*
>
> Knows the theories of abnormal personality development and therapeutic approaches commonly used in dealing with deviant behavior *at a level equivalent to that achieved by third-year undergraduate students in psychology.*
>
> Knows *advanced* principles and techniques of accounting and can use these *well enough to keep books for a small business.*
>
> Knows the structure and stylistic approaches of nineteenth century fiction *well enough to do a critical analysis of novels of that period.*

Evidence of Competence

Metro U's assessment program has its roots in jurisprudence inasmuch as decisions about competence are based upon evidence or testimony provided by expert judges. The University, through the Assessment Office, reviews the evidence of the student's competence that is provided by expert evaluators and determines whether the competence claimed by the student has been adequately demonstrated. This process is consistent with Tenet I, which specifies that a student, after consultation with faculty and other resources, has responsibility for and authority over the content of his/her degree program, and that the Metro U faculty and administrators retain responsibility for and authority over teaching and for determining whether the student has given adequate evidence that he/she has achieved his/her educational objectives.

Once a competence has been identified and articulated in the Degree Plan, degree candidates must then generate evidence to prove to the University that the competence has been

STEPS

1. Enter subject area.
2. Select one from column B to identify theoretical aspect.
3. Select one from column C to identify practical aspect.
4. If appropriate, select one from column G or use appropriate verb; complete description of how knowledge is applied.
5. Identify level of competence by selecting one from column A and/or completing D, E, and/or F.

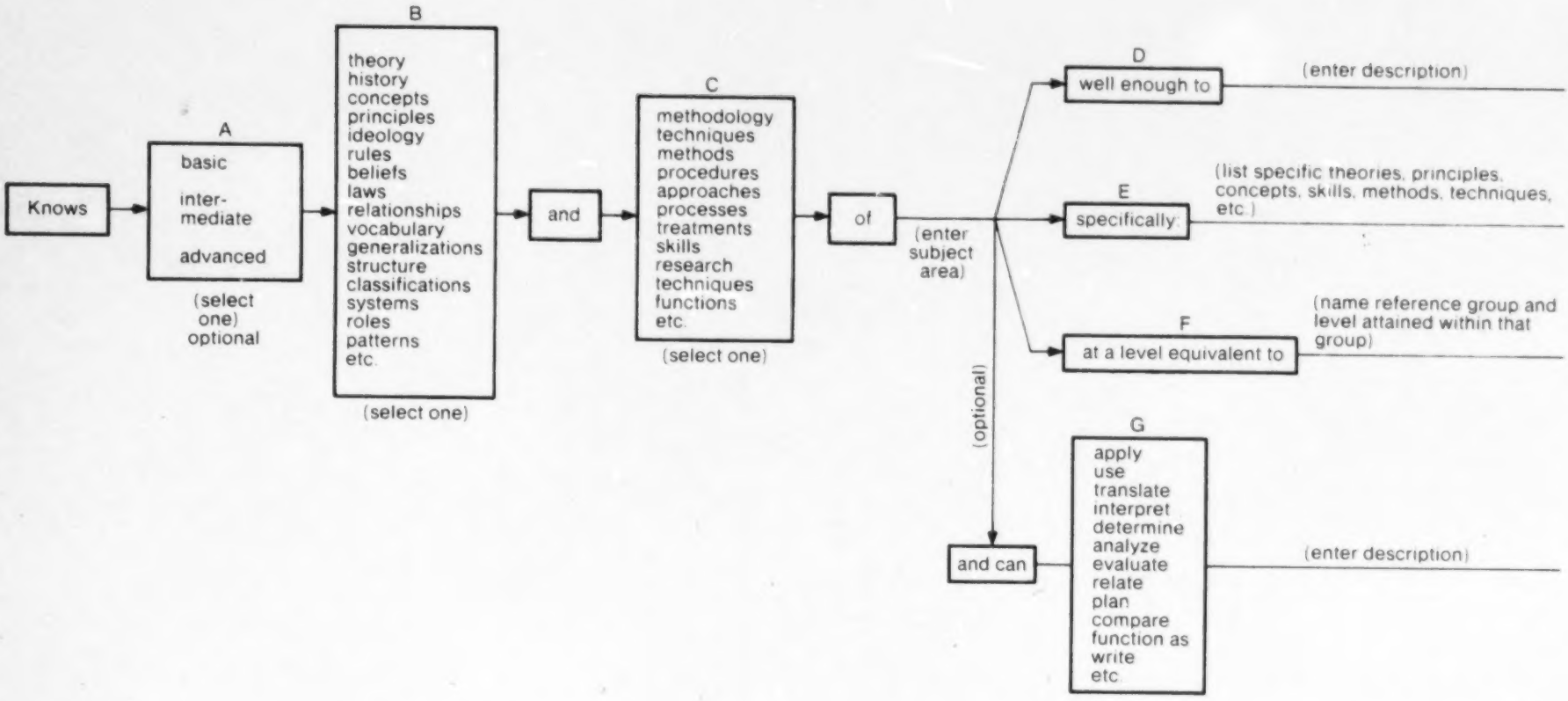

Figure 3. Steps in Writing a Competence Statement

attained. The central questions in the assessment process are: What constitutes evidence of the competence? How much evidence is adequate? Who will evaluate the competence? What techniques will be used to evaluate the competence?

Expert Judgment and Measurement Techniques

An expert is defined as a person who is recognized by those in the field as one who is competent in the subject area of the competence and who knows the measurement techniques pertaining to that area. Qualifications that generally indicate that a person is an expert include one or more of the following:

1. Adequate academic preparation in the particular subject area.
2. Adequate teaching experience in the particular subject area.
3. Adequate experience supervising workers in the particular subject area.
4. Adequate publication in the particular subject area.
5. Receipt of an appropriate award or recognition in the subject area or demonstration of a high level of achievement in that area.
6. Appropriate unique qualifications that would make him/her one of the few persons available to do the evaluation in the particular subject area.

In addition to being an expert, the evaluator must also satisfy the University that he/she is in a position to conduct objective evaluations. To make a judgment about the student's competence, the expert must devise techniques for measuring and assessing the student's level of competence. In other words, the expert must identify methods for determining how much competence the student possesses. Expert evaluators may use any of the following techniques to obtain enough information to make a judgment about the student's competence: (1) oral interview (individual or group), (2) written test (objective or essay), (3) performance test, (4) situational observation, (5) simulation exercise, and (6) product evaluation. A comprehensive discussion of measurement options is presented in the Individualized Educational Planning textbook. Measurement options are also discussed in the CAEL publications *A Compendium of Assessment Techniques* by Joan Knapp and Amiel Sharon, and *Expert Assessment of Experiential Learning: A CAEL Handbook*, by Richard Reilly et al.

The experts used by students to measure a specified competence may include Metro U permanent faculty, or community faculty, or persons not formally affiliated with the University. The Assessment Office has recruited, screened, and trained a pool of expert evaluators from a diversity of fields to assist in the evaluation of students' competences. The Assessment Office publishes a directory of these evaluators to inform students of available assessment resources. The student may also utilize qualified evaluators whose names do not appear in the directory.

Once the evaluator has used one or more of the measurement techniques to generate information about the student's particular competence, he/she must make a judgment about whether the student has the competence claimed at the level described. The expert's narrative evaluation of the student is written on the Learning-Assessment Agreement form. To assist the expert in preparing the evaluation statement, the University has developed written guidelines for evaluators. These guidelines are presented in Exhibit 2.

Exhibit 2

Guidelines for Evaluators

You have been requested by a Metro U student to provide evidence for that student's claim to a competence. These guidelines are to assist you in preparing your statement to Metro U in a way that will best communicate your evaluation. Your evaluation will be used, in lieu of grades or credits, as a part of the student's official narrative transcript. If you have any questions, please contact an assessment specialist at the Metro U Coordinating Center (612-296-6423). Your assistance in providing this evaluation is deeply appreciated. The LEARNING ASSESSMENT AGREEMENT is provided for you to enter your evaluation. The following refers to each item on that form:

Part 1

COMPETENCE: The competence statement is provided by the student and indicates the competence which you are to evaluate.

ACHIEVED BY: The description and dates of the learning process are provided by the student.

Part 2

PROCESS VERIFICATION: Verify, if possible, the accuracy of the process description. If you can verify the complete accuracy of the description, check the "yes" box; if not, check "no." If no, please underline those portions of the description you know to be correct.

MEASUREMENT TECHNIQUES: Check the appropriate item(s) and describe the products and/or activities upon which you base your evaluation. For example, you may have supervised the student on the job, reviewed papers or paintings of the student, etc.

NAME OF EVALUATOR: Enter your name and briefly describe your personal qualifications, including appropriate title, for judging the competence you are evaluating.

EVALUATION: Please prepare a brief evaluation for the competence statement answering the following questions: Does the student know what the competence statement claims he/she knows? How extensive and thorough is her/his knowledge? Can the student use the knowledge? In what situations? Has the student consistently and appropriately used the knowledge in various situations without close supervision? Has she/he been called upon to evaluate this knowledge in other persons? Can he/she identify in various situations the advantages and disadvantages or particular methods or theories? In answering these questions, please compare the student's competence with some appropriate standard. This can be done in a number of ways, four of which are:

1. How competent is the student in comparison with other people?
2. How competent is the student in relation to a broad objective he/she has set for him-/herself?
3. How competent is the student in relation to the following scale?
   a. basic level of competence
   b. intermediate level of competence
   c. advanced level of competence
   d. exceptionally high level of competence
4. What are the specific theories, principles, concepts, skills, methods, techniques, etc. that this student has mastered?

If, in order to obtain a more objective, valid, or reliable evaluation of this student, you would recommend that the University obtain another evaluation by a second person, please give your reasons below:

Standards of Adequate Evidence

Once the expert completes the evaluation and forwards the signed Learning-Assessment Agreement form to the University, the completed LAA constitutes the student's evidence of competence. In assessing the student's evidence, the Assessment Office faculty first check the qualifications of the evaluator to make certain he/she meets the definition of expert and then make a judgment concerning the sufficiency of the evidence presented by applying the standards of adequate evidence. A competence will be included on the student's transcript only if the evidence presented in support of the competence is judged "adequate" by the Assessment Office faculty. The standards of adequate evidence are presented below:

1. With respect to the breadth and depth of the competence claimed, the evidence must be based on a measurement technique that is reasonably appropriate, accurate, and complete.
2. With respect to the breadth and depth of the competence claimed, the evidence must be based on a measurement technique that is reasonably reliable. Some commonly used methods for helping to insure the reliability of the measurement technique are: (a) observation of more than one performance, (b) observation of more than one product, and (c) use of more than one evaluator. The products or activities should be sufficient in number to persuade an impartial reviewer that they verify the claimed competence. Excessive numbers of products or activities, however, should be avoided. When subjective judgments are involved that could vary easily from person to person, more than one evaluator is generally preferable.
3. The evidence must evaluate the amount of competence possessed in relation to a specified level. The evidence must verify that the student possesses at least the level of competence indicated in the competence description; however, an expert evaluator may relate the amount of competence possessed by the student to other appropriate standards.
4. The evidence must include a statement which demonstrates the objectivity and expert qualifications of the evaluator(s) with respect to the competence which is being addressed. Qualifications that generally indicate that a person is an expert were presented earlier in this chapter.
5. The evidence submitted must be reasonably current.

Identification of Prior Competences

Competences gained through life experiences are identified and articulated by Metro U students during the IEPC. In this course, students learn about the University's definition of competence and about assessment policies, procedures, measurement techniques, and standards of evidence. Once students understand these concepts, they are more able to identify the educational outcomes of their experiences that would be eligible for recognition by the University.

An important component of IEPC instruction in assessment is the IEPC textbook, which discusses assessment matters in detail and provides exercises, examples, and case studies designed to assist students to identify competences gained through previous life experiences. Consultations with faculty and community resource persons during IEPC provide additional sources of information and feedback to the students trying to identify and articulate their competences.

Metro U students do not develop portfolios; however, one exercise that students have found useful is an adaptation of CAEL Working Paper No. 7, *A Student Handbook for Preparing a*

Portfolio for the Assessment of Prior Experiential Learning,[2] by Aubrey Forrest. Essentially, this exercise takes students through a step-by-step process in which they list significant life experiences, identify and describe the learning derived from those experiences, restate the learning in terms of the definition of competence, identify the evidence available to prove the competence (using the standards of adequate evidence), specify appropriate measurement techniques, and select appropriate evaluators for each competence. This exercise is used primarily in the competence-based Admissions Workshop with students who are seeking to demonstrate enough prior competences to qualify for equivalency admissions.

Assessment Procedures

Procedures used to assess nonsponsored learning, that is, learning derived from activities and experiences external to the University, are only slightly different from those used to assess sponsored learning, that is, learning gained from Metro U's courses, independent studies, or internships. The general procedures used to assess learning at Metro U are presented in Figure 4.

The assessment process for both sponsored and nonsponsored learning begins in IEPC where the student learns about assessment concepts and develops a Degree Plan that identifies and articulates prior competences and competences to be gained while enrolled. For each competence in the Degree Plan, the student must specify the level of competence, learning strategies and processes, measurement techniques, and the name and qualifications of the expert who will evaluate the competence. The process of Degree Plan review provides the student with a formal critique of the adequacy of the Degree Plan as a whole and of the evaluation procedures for each competence.

Assessment of Nonsponsored Learning. As a degree candidate, the student initiates the assessment process by registering for a learning assessment and obtaining a Learning-Assessment Agreement form. When the student receives the LAA form, he/she completes Section 1, specifying the competence to be assessed and the learning strategy used to attain the competence. The student then contacts the evaluator to discuss the evaluation process. Metro U sends the evaluator written guidelines to facilitate the evaluation process.

Following discussion with the student, the evaluator employs a measurement technique to evaluate the amount of the student's competence and completes Section 2 of the LAA by (1) verifying the learning process, if appropriate, (2) indicating the measurement techniques employed to evaluate the student's competence, (3) indicating his/her qualifications as an evaluator, (4) preparing a narrative evaluation of the student's competence, and (5) signing the LAA form and returning it to Metro U.

The completed LAA form, which constitutes the student's evidence of competence, is first sent to the Business Office to initiate payment to the evaluator ($10 per competence assessment). The Business Office then sends the completed LAA form to the Assessment Office where Assessment faculty review the evidence (LAA) to ascertain whether (1) the competence meets

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[2] A revised edition of this handbook will be published in Fall, 1976, as *Assessing Prior Experiential Learning: A CAEL Student Guide.*

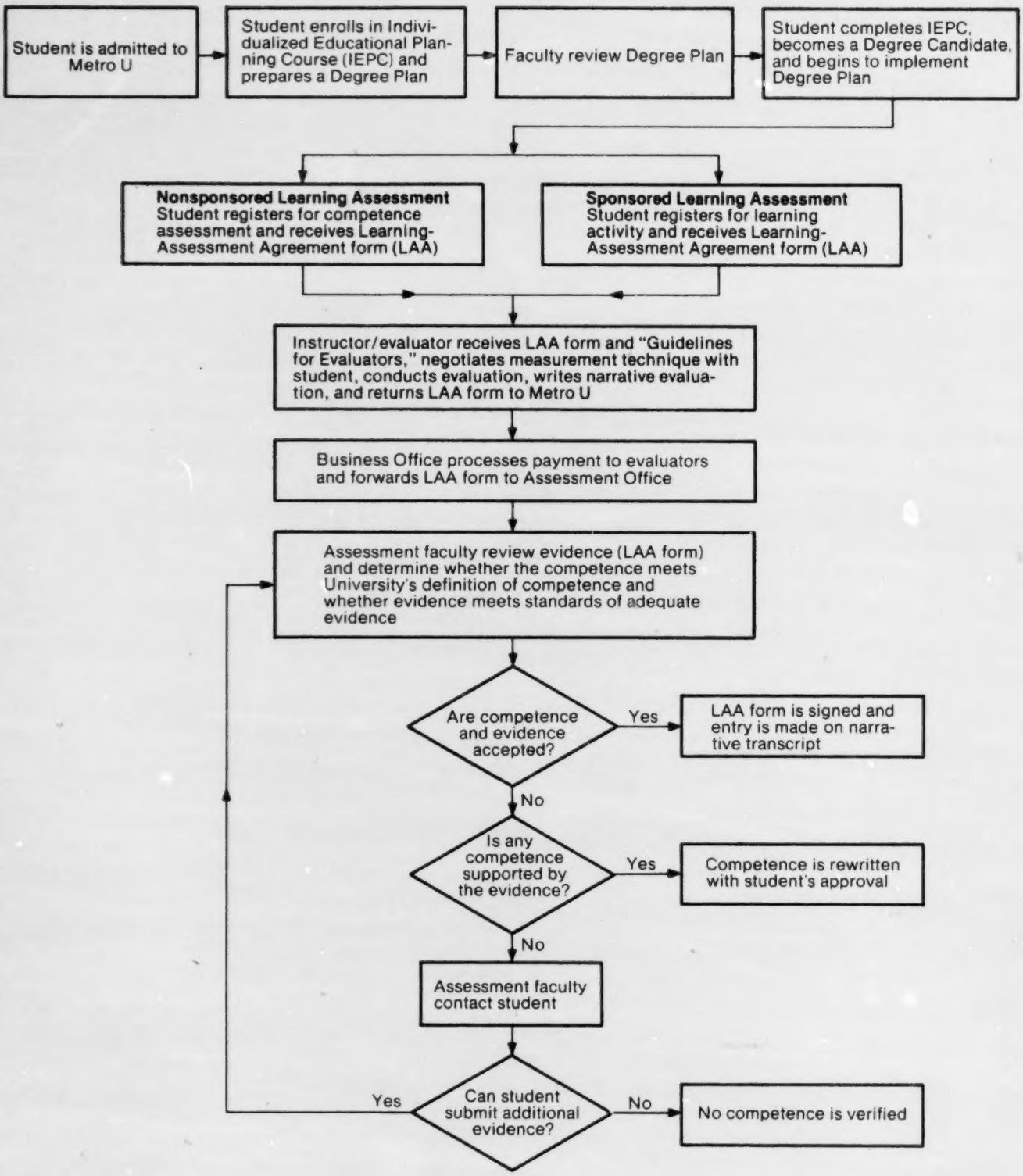
Student is admitted to Metro U
Student enrolls in Individualized Educational Planning Course (IEPC) and prepares a Degree Plan
Faculty review Degree Plan
Student completes IEPC, becomes a Degree Candidate, and begins to implement Degree Plan
Nonsponsored Learning Assessment
Student registers for competence assessment and receives Learning-Assessment Agreement form (LAA)
Sponsored Learning Assessment
Student registers for learning activity and receives Learning-Assessment Agreement form (LAA)
Instructor/evaluator receives LAA form and "Guidelines for Evaluators," negotiates measurement technique with student, conducts evaluation, writes narrative evaluation, and returns LAA form to Metro U
Business Office processes payment to evaluators and forwards LAA form to Assessment Office
Assessment faculty review evidence (LAA form) and determine whether the competence meets University's definition of competence and whether evidence meets standards of adequate evidence
Are competence and evidence accepted?
Yes
LAA form is signed and entry is made on narrative transcript
No
Is any competence supported by the evidence?
Yes
Competence is rewritten with student's approval
No
Assessment faculty contact student
Can student submit additional evidence?
Yes
No
No competence is verified

Figure 4. Sequential Assessment Model

the University's definition, (2) the evidence meets the criteria for adequate evidence, and (3) the evaluator qualifies as an expert judge.

If the evidence submitted by the student is judged to be adequate, the student's competence is verified and recorded on the narrative transcript. If, in the judgment of the Assessment Office faculty, the evidence is not adequate, the student is notified of the reasons why the competence was not verified. If the evaluation supports a less sophisticated competence which still meets the definition of competence, the assessment staff person rewrites the competence and notifies the student's advisor of the change. The student is also advised as to whether he/she should obtain further evidence in support of the original competence, acquire additional competence in the area, or modify the Degree Plan to incorporate the rewritten competence.

Assessment of Sponsored Learning. Sponsored learning activities are those developed by and offered under the auspices of Metro U. The content and format of each sponsored learning activity are reviewed and approved by the University before students begin the learning activity. Instructors/evaluators of sponsored activities are either permanent faculty or community faculty whose qualifications have been previously reviewed.

The procedures used to assess sponsored learning are very similar to those used to assess nonsponsored learning. Upon completion of the sponsored learning activity, the evidence (LAA) is submitted to the Assessment Office, and the assessment faculty review the evidence using the same criteria as they do for nonsponsored learning. Inasmuch as sponsored learning activities are preplanned and the instructors/evaluators have been training in the assessment process, the assessment of sponsored learning requires less follow-up than does the assessment of nonsponsored learning which involves external evaluators who have not been trained in the assessment process.

Transcript Preparation

Once all of the competences in the student's Degree Plan are verified, the student attends the transcript workshop in which assessment faculty assist him/her to prepare the narrative transcript. The student is then ready for graduation.

IV. ISSUES AND RESEARCH

A primary goal of the Operational Models project reports is to describe issues and problems associated with the implementation and operation of institutional assessment models. As part of its Operational Models project, Metro U conducted a series of research studies that focused on key assessment issues. Among the studies conducted were: a survey to ascertain the characteristics and attitudes of external evaluators of prior competences; a survey of Metro U faculty to determine attitudes toward the assessment process; a study of the functions, activities, and attitudes of Assessment Office faculty; a reliability study of the judgments made by Assessment Office faculty in the review of evidence; a content analysis of student Degree Plans and narrative transcripts; and a study of the attitudes of graduates, employers, and graduate school deans toward the Metro U narrative transcript.

This chapter reviews the issues and research related to five aspects of the Metro U assessment program: (1) identification and articulation of competences in IEPC; (2) assessment policies and procedures; (3) external evaluators; (4) student learning activities; and (5) the narrative transcript.

Identification and Articulation of Competences: IEPC

Since it was implemented in 1974, the IEPC has been considered a major strength of Metro U. Prior to the IEPC, students experienced a brief orientation to the University and then worked on a one-to-one basis with an advisor to develop the Degree Plan. Although the one-to-one system of Degree Plan development had some advantages, it was often frustrating for both students and advisors and was costly to the institution. The system placed too much responsibility on the individual advisor for orienting the student, teaching assessment concepts, advising, counseling, identifying learning resources, and providing formative evaluation concerning the adequacy of the Degree Plan. Many students procrastinated for extended periods of time in developing their Degree Plans or dropped out.

The IEPC was then initiated as a time-intensive, product-oriented instructional activity that gave students access to a diversity of University resources to assist in the development of the Degree Plan. The IEPC has increased student understanding of University policies, facilitated the development of the individualized Degree Plans, improved the quality of the Degree Plans, and reduced attrition.

Although there is general satisfaction with the IEPC, the course is not without problems. Faculty members indicated that they felt the teaching of assessment concepts in IEPC was only "average." The most difficult assessment concepts for instructors to convey to students in IEPC and for students to comprehend were identified as the concepts of (1) competence, (2) expert judgment, and (3) adequate evidence. All faculty respondents agreed that it would be helpful if the assessment staff would contribute more directly to the teaching of the assessment portion of IEPC. These data highlight a problem area since the student should understand and be able to operationalize the assessment concepts before he/she becomes a degree candidate.

The importance of the IEPC also requires that instructors receive special training. Inasmuch as Metro U offers the IEPC in a variety of formats every few weeks, the course requires

a large amount of resources. Degree Plan review is also a time-intensive activity that requires a significant commitment of faculty resources. However, if students accomplish the goals of IEPC, their future work at Metro U and the work of their advisors are greatly facilitated.

Assessment Policies and Procedures

Both assessment faculty and faculty in other offices at Metro U reported that they are satisfied with the University's program of assessing experiential learning. Faculty members, in general, indicated their satisfaction with the definition of competence, standards of adequate evidence, narrative transcript, and materials explaining the assessment process. Faculty were comfortable with their understanding of assessment theory and practice; however, several indicated that they would like additional training in assessment procedures and more information about measurement options and the definition of competence. When asked how the assessment process could be improved, faculty suggested that the Assessment Office (1) review qualifications of external evaluators more thoroughly, (2) teach the assessment portion of IEPC and review evaluation criteria included in students' IEPC Degree Plan, and (3) conduct more community faculty training sessions in order to build a larger pool of external evaluators.

The activities of the assessment faculty vary significantly from month to month and from individual to individual. The following is a list of the activities performed by assessment faculty:

1. Assessing evidence submitted by students.
2. Following-up on inadequate evaluations.
3. Conducting equivalency admissions workshops.
4. Training community faculty.
5. Consulting with students concerning assessment issues.
6. Consulting with faculty concerning assessment issues and practices.
7. Developing assessment concepts, policies, procedures, and materials appropriate to the Metro U assessment program.
8. Transcripting.
9. Conducting narrative transcript workshops.
10. Providing assistance to external institutions interested in competence-based education.

Although assessment faculty reported positive feelings about the assessment program, they indicated that some assessment activities, particularly assessing evidence, preparing narrative transcripts, and following-up on evaluations, were quite tedious and not very challenging. Recent changes in the assessment program have eliminated some of the more tedious and repetitious procedures.

One of the significant changes in assessment procedures that has occurred is that assessment faculty no longer edit and rewrite competence statements submitted by students. Under current procedures, students have the responsibility of submitting accurate and legible Learning-Assessment Agreement forms. Assessment staff review the LAA form using the criteria outlined in earlier chapters, but they do not rewrite or edit the statements. This change has resulted in a significant reduction in the amount of time that assessment faculty spend processing evidence.

Assessment faculty interact frequently with other Metro U faculty. The reasons for the interaction include resolving technical or procedural assessment issues, resolving Learning-Assessment Agreement form issues, and discussing transcript problems.

External Evaluators

There are two types of external judges who evaluate the prior competences of Metro U students--community faculty, who are recruited and trained by University staff, and persons not affiliated with the University who, because of their expertise or their relationship with a student, are in a unique position to evaluate the student's claim to a particular competence. External evaluators must be judged to be expert in the subject area of the student's competence on the basis of the criteria noted in Chapter III. Both types of evaluators play a central role in Metro U's assessment program.

The utilization of community-based or external evaluators in the assessment process is consistent with Metro U's objective of integrating the academic community with the entire metropolitan area. To maximize the contributions of community representatives, appropriate instructional materials and training sessions must be developed, and quality checkpoints must be established. The use of community-based persons in the instructional and assessment processes of the University is not without pitfalls and shortcomings. Metro U has found, however, that given appropriate information and resources, community-based persons can make significant contributions to the educational process.

To determine the attitudes of external evaluators toward the concept of experiential learning and toward Metro U's assessment program, a questionnaire survey was sent to a random sample of 150 external evaluators (noncommunity faculty) who had completed an evaluation of the competence of a University student during the previous six months. A total of 100 persons (67 percent) completed and returned the questionnaire.

Most of the respondents (97 percent) felt that it was appropriate for colleges and universities to recognize nonclassroom or experiential learning in baccalaureate degree programs. The same percentage (97 percent) felt that it was appropriate for postsecondary institutions to use qualified persons external to the institution to evaluate student learning.

Ninety-four percent of the respondents indicated that they had a positive feeling about being asked to evaluate the student's competence and that they encountered no problems in conducting the evaluation. The respondents who reported negative feelings about the evaluation (6 percent) said that the major reasons for their negative feelings were (1) insufficient understanding about how to evaluate the competence, (2) lack of adequate knowledge about the individual student's competence in order to make a proper evaluation, (3) uncertainty about their expertise in the subject area of student's competence, and (4) lack of feedback from the University regarding the adequacy of the evaluation.

Respondents generally felt that the written "Guidelines for Evaluators" (see Exhibit 2) were very useful and provided sufficient information for them to conduct the evaluation and to complete the LAA form. Several respondents indicated that more information about the student's educational objectives and about the amount of "credit" to be awarded for the competence would be helpful to the external evaluators. Respondents also felt that examples of "good" evaluations would be useful.

The survey indicated that the relationship of the evaluators to the students was most often work-related. A summary of these relationships is presented in Table 1.

Table 1

Relationships of Evaluators to Students

Percentage	Relationship to Student
23%	Co-worker/colleague
17%	Instructor
17%	Personal acquaintance
14%	Current supervisor
8%	Never met student prior to evaluation
7%	Former supervisor
14%	Other: generally, persons only slightly acquainted with the student.

The measurement techniques most often used by external evaluators to assess the competences of students were situational or personal observation, product evaluation, and oral interviews. Table 2 summarizes the frequency with which various measurement techniques were employed by external evaluators. The figures are based on a random sample of completed LAA forms.

Table 2

Measurement Techniques Used by External Evaluators to Evaluate Prior Learning

Percentage	Technique
39%	Situational Observation
21%	Product Evaluation
20%	Oral Interview/Test
10%	Performance Test
5%	Objective Test
3%	Simulation
2%	Essay Test

The narrative comments of the external evaluators were very supportive of and enthusiastic about Metro U's assessment of experiential learning program. Several respondents suggested that the process would be strengthened if the University conducted more systematic checks on the qualifications of external evaluators not formally affiliated with the institution

Student Learning Activities

A content analysis of a sample of Degree Plans from nine different IEPCs was conducted to

determine the nature of the competences included in the Degree Plans. Overall, one-third of the competences reviewed were achieved prior to enrollment, and two-thirds were achieved after enrollment. Over nine out of ten (92 percent) prior competences and approximately half (57 percent) of the future competences were written at the "application" level. About 8 percent of the prior competences and 43 percent of the future competences were written at the "knowledge" level.

The most frequent subject areas of prior competences were science/mathematics/engineering, business, and the applied social sciences. This is probably due to the fact that most Metro U students have at least two years of college training and most are employed in technical fields. Table 3 summarizes the subject areas of the prior competences.

Table 3

Subject Areas of Prior Competences

Percentage	Subject Area
25%	Science/Mathematics/Engineering
19%	Sports/Recreational
12%	Other Business
10%	Applied Social Sciences
8%	Communication
8%	Business Management
4%	Arts/Humanities
4%	Civic Related
4%	Political
2%	Personal Growth
2%	Social Sciences
2%	Other

Situational observation, product assessment, and performance tests are the primary measurement techniques used to assess prior learning. Future learning activities are most frequently assessed through written exams, essays or a written paper, and product assessment. The measurement techniques that students used for prior and sponsored learning are presented in Table 4.

Table 4

Measurement Techniques Used for Both
Prior and Future Competences

Prior Competences	Future Competences	
10%	9%	Oral Interview/Test
2%	38%	Written Exam
12%	8%	Performance Test
31%	9%	Situational Observation
0%	0%	Simulation
20%	16%	Product Assessment
5%	0%	Certificates/Diplomas
20%	20%	Papers/Research Studies

A sample of Learning-Assessment Agreements that were submitted in the Spring quarter of 1976 was reviewed to determine the kinds of learning strategies being used by students. Approximately 65 percent of the activities were sponsored by the University. Group learning opportunities accounted for 44 percent of the total learning activities, independent studies constituted 11 percent, IEPC was 8 percent of the total, and 2 percent of the activities were internships. Thirty-five percent of the activities were related to nonsponsored learning. This percentage includes the assessment of prior competences.

Narrative Transcript

The narrative form of transcripting is still somewhat new to postsecondary education. The narrative transcript is particularly appropriate for competence-based programs because it tends to focus on the outcomes rather than the inputs of the learning process and enables the unique accomplishments of individual students to be communicated effectively. Although Metro U's experience and the experiences of its graduates with the narrative transcript have been positive, the adoption of a narrative transcript is not without problems. Among the problems associated with the narrative transcript are difficulties in stating and measuring outcomes, high costs, organizational difficulties in content and format, difficulties in training faculty to write meaningful evaluations, difficulties in adapting the transcript to computer systems, and resistance from external agencies which often want normative data on students and which find the narrative transcript cumbersome and time-consuming to review.

The University did encounter some high costs in producing the transcript when its assessment staff rewrote and edited each narrative transcript entry. This time-consuming process involved a heavy investment of both faculty and support staff resources to review, edit, and produce the narrative transcript. To rectify this situation, the narrative transcript now is comprised of the series of Learning-Assessment Agreement forms that are prepared by the individual student. Although the Assessment Office conducts workshops to assist students in preparing the transcript and also reviews the accuracy of the transcript entries, it is the

individual student's responsibility to produce a clear and legible transcript. Metro U also found it necessary to increase potential users' understanding of the transcript. The University has held periodic workshops for area graduate school deans and employers to explain the educational format of Metro U and the content of the narrative transcript. The University's faculty and staff also support and assist individual graduates seeking employment or admission to graduate school by interpreting the transcript or providing additional information to employers or deans.

In January 1976, a comprehensive study of the narrative transcript involving Metro U faculty, graduates, employers, and deans of area graduate schools was undertaken to determine (1) attitudes towards Metro U's transcript, (2) preferences for content and format of the transcript, (3) ways in which graduates use the transcript, (4) the problems encountered by graduates using the transcripts, and (5) acceptability of the narrative transcript to employers and graduate schools. The strategies used to obtain data in the study were a questionnaire survey of faculty and administrators, a survey of Metro U graduates, and a series of interviews with area employers and graduate school personnel.

In general, Metro U faculty felt that the University should retain the narrative form of transcript instead of adopting a more conventional letter grade transcript. Faculty respondents also preferred detailed competence statements specifying the level and context of the competence over more general competence statements. Faculty felt that letter grades were not important to the narrative transcript.

Graduate school personnel who were interviewed reported that the narrative transcript caused some problems for them, but, in general, they were supportive of the narrative style of transcript and encouraged the University not to adopt a more conventional transcript form. Graduate school deans seemed to feel that the narrative transcript was appropriate, given the educational philosophy and format of Metropolitan State University. The graduate school deans expressed concern, however, that the narrative transcript did not provide a normative ranking of the student (grade-point average) upon which they may depend for selecting applicants for admission to graduate school.

Employers were very supportive of the narrative transcript. They found it to be more useful and informative than a conventional letter grade transcript. Many employers, perhaps as a result of the *Griggs vs. Duke Power Company* ruling, no longer required transcripts or degrees unless the grades and degrees could be demonstrated to be related directly to job performance. For example, the Minnesota State Department of Personnel no longer requires degrees for certain positions and, instead, requires criterion-referenced tests for hiring and promotion. Employers suggested that as much detail as possible about the student's competence be included on the transcript.

The survey of graduates indicated that overall reactions to their narrative transcripts, especially from employers, had been very favorable. Students expressed satisfaction with the narrative transcript and their degree from Metro U. Approximately 90 percent of the respondents indicated that they did not encounter any special problems relative to their employment because of their degree from Metro U. Over half (53 percent) said their employment circumstances improved as a direct result of their degree.

Approximately 30 percent of Metro U graduates surveyed had applied to a graduate school

and of those who had received admissions decisions, 65 percent had been accepted. Metro U graduates whose applications had been rejected by a graduate school most often cited the lack of a grade-point average, low scores on standardized entrance examinations, and the lack of prerequisites as the reasons given by the graduate schools for their rejection. Two out of three Metro U graduates who had applied to graduate schools reported that they felt they had to meet special requirements because of their degree from Metro U or because of their narrative transcript. The special requirements imposed by graduate schools were: (1) standardized tests, such as the Graduate Record Examination or the Miller Analogies Test, (2) personal interviews with graduate school and department personnel, (3) letters of recommendation, and (4) provisional admissions status. Preliminary indications are that Metro U students do not encounter any particular difficulties once they are admitted to a graduate program.

V. SUMMARY AND PROJECT OUTCOMES

Since its inception four and one-half years ago, Metropolitan State University has had an operational program for assessing experiential learning. The primary purpose of the Metro U Operational Models (OM) Project was, therefore, to evaluate and refine an existing assessment model rather than to devise or implement a new program.

The OM Project was coordinated at Metro U through the Research and Development Office by a four-member committee that included representatives from the Offices of Assessment, Learning Resources, and Research and Development. This broad representation enabled project activities to be closely integrated with the general operation of the University, particularly with the activities of the Assessment Office.

The coordinating committee established two basic objectives for the Operational Models Project. The first objective was to improve and strengthen the University's program for assessing experiential learning through a series of issue-related research studies. The second objective was to analyze the components of the University's assessment program and to prepare an Operational Models report that would describe the Metro U assessment model in a way that would be useful and constructive to other postsecondary institutions interested in implementing an assessment program.

Pursuant to these objectives, the coordinating committee identified several salient issues related to the program for assessing experiential learning and initiated a series of research studies to examine each issue. The primary areas studied were the process of identifying and articulating competences, faculty attitudes toward assessment, the characteristics and attitudes of community-based evaluators, the types of learning strategies employed by Metro U students, and the use and acceptance of the narrative transcript. The studies were designed not only to gather data necessary to evaluate and improve the assessment program but also to generate information that would facilitate the articulation of the University's assessment of experiential learning program to readers of the OM Project report.

Research results indicated that the University's Individualized Educational Planning Course (IEPC) greatly facilitated the processes of identifying competences gained through life experience and articulating those competences in a degree program. It was found that the IEPC, which students must take to qualify for degree candidacy, increased student understanding of assessment policies and procedures, improved the overall quality of student Degree Plans, and reduced attrition. Faculty reported that assessment concepts are difficult both for them to teach and for students to master in the IEPC.

Faculty were found to be supportive of the Metro U approach to the assessment of experiential learning. Among the suggestions University faculty had for improving the assessment program were that the assessment faculty (a) conduct more community faculty training sessions in order to build a larger pool of external evaluators, (b) teach the assessment portion of IEPC and review evaluation criteria included in students' IEPC Degree Plan, and (c) review qualifications of external evaluators more thoroughly.

Community-based or external assessors were very supportive of colleges and universities giving credit or recognition for learning gained through noncollege experiences. They also supported the use of community-based practitioners (i.e., persons who are not full-time academic faculty) in the assessment of experiential learning. External evaluators stressed the importance of clearly written instructions to facilitate their participation in the assessment process and suggested that information about the individual student's educational objectives and examples of "good" evaluations would be particularly helpful. Community-based evaluators, who usually knew the students they assessed from occupational or instructional settings, most often used situational observation, product evaluation, and oral interviews/exams to evaluate the students' prior learning.

A content analysis of a sample of student Degree plans indicated that over 90 percent of prior competences were written at the "application" level while only about half of the competences gained "while enrolled" were written at that level. Conversely, about 10 percent of the prior competences and half of the competences gained while enrolled were written at the "knowledge" level. Metro U students' prior competences were most often in technical fields (science, mathematics, or engineering), sports or recreational areas, or business and related fields.

A study of the Metro U transcript indicated that faculty and graduates support the concept of the narrative transcript. Employers who were interviewed also were supportive of the transcript and indicated that the narrative form of transcript was more useful and informative than the conventional letter grade/credit hour transcript. Graduates reported that they usually did not encounter problems relative to employment because of the narrative transcript; however, graduates who had applied to graduate school reported that they often were required to take standardized exams or have personal interviews with graduate school personnel to compensate for the lack of normative ranking on their transcript. Consistent with that finding was the reaction of the graduate school deans interviewed. Although the deans were supportive of the narrative transcript within the context of Metro U's innovative approach to education, they expressed concern over the lack of a normative ranking of the student (e.g., grade-point average) and generally required Metro U graduates to take standardized exams, such as the Graduate Record Examination or Miller Analogies Test, to acquire normative data on the applicant. Despite sometimes being subject to "special" admissions requirements, Metro U graduates were found to be generally successful in gaining admission to graduate school.

The Operational Models Project enabled the University to undertake research studies that had previously not been conducted. These studies contributed a significant amount of new information on a variety of key issues related to the assessment program. The development of the Operational Models Project report, moreover, provided an opportunity for coordinating committee members to systematically review, discuss, and evaluate the components of the assessment program in detail. The process of articulating the concepts, policies, and procedures of the assessment program to external readers resulted in the further clarification of the assessment process. Among the significant contributions of the OM Project were (a) an increased understanding of the theory and practice of identifying, articulating, measuring, evaluating, and transcripting experiential learning and (b) a heightened awareness of the issues, strengths, and shortcomings of the University's assessment program.

Since the Operational Models Project was integrated into the University's ongoing review of its program, the OM Project was not an isolated event. Among the other assessment-related activities undertaken during the tenure of the OM Project were two faculty workshops on assessment, a University-wide task force on the definition of competence, the implementation of a competence-based admission workshop for persons lacking the credits required for admission, and the development of special competence certification programs with licensing agencies and professional organizations. The results of the OM Project were shared with all staff members and, thus, became part of the general discussion of the assessment program. As a result of the activities noted above, several modifications in the assessment program have occurred during the past months, including a revision of the definition of competence, the development of a new Learning Activity Assessment form, and the alteration of the format of the narrative transcript. Other changes are still being considered. The changes to date have been consistent with the findings of the OM Project research. The OM Project undoubtedly has contributed to the improvement of the University's assessment program. It is, however, difficult to completely isolate the Project's contributions from those made by assessment task forces, faculty workshops, position papers from individual faculty members or the other assessment activities undertaken during the past year.

APPENDIX A

SAMPLE DEGREE PLAN
ABBREVIATED DEGREE PLAN
OF A HYPOTHETICAL STUDENT

DEGREE PLAN COVER SHEET

STUDENT'S NAME Minerva Metropol Number of Transfer Credits 114

Total Number of Competences Included in draft Degree Plan 18

In the space provided below, write a statement indicating the relationship of the specific competences in the Plan to your life goals:

The past seventeen years have been filled with gaining a variety of types of competence. After I received my AA degree, I married and began to raise a family; certainly these competences are invaluable to me. As my children grew older I completed business courses at the University of Minnesota and secretarial courses at Twin Cities Business College resulting in part-time employment as a secretary for several years. During these years I rose to the position of office supervisor. As a result of my experience in secretarial work and office supervision, I feel I gained a great deal of understanding of human motivation and fundamental management and supervisory skills. Moreover, I was able to view first-hand principles of organizational structure and operations of both a large corporation and a smaller social service agency.

My extensive experience in the Girl Scout organization as well as in other civic organizations has been very valuable. As a volunteer worker in a number of community organizations, I have gained an increased perspective of various approaches to youth work as well as the value that these groups have in preparing young people to assume more extensive roles as citizens.

I now feel that I am ready to develop more fully a profession for myself in which I will activley seek employment following my education from Metro U. My overall vocational goal is to be a case worker in a women's correctional institution. Each of the competence goals that I have included builds in some way upon those competences which I have previously achieved in understanding of civic interest groups and organizations and some fundamental communication skills. I intend to study more intensively several aspects of psychology and sociology. I also anticipate the need for more intensive counseling skills and accompanying sensitivity group facilitation skills and will be devoting two study units to these areas. I hope through three additional study units to gain indepth understanding of functions performed within both traditional correctional institutions and post release institutions, such as half-way houses. Finally, both for my own revitalization and as a possible channel for communication with inmates in the institutions, I plan to develop a recreational skill in sculpture.

Consultants used in designing this educational program:

Name	Position or Title
Janet Geballer	Supervisor, Shakopee Women's Correctional Institution
Henry Sterling	Social Worker, Hennepin County Department of Welfare

This will indicate, as of this date, I intend to implement the attached draft Degree Plan and I understand the procedure to be followed if I decide to modify this plan.

Minerva Metropol
Student's signature

March 30, 1971
Date

The attached draft Degree Plan has been reviewed and found acceptable by the following:

C W Brookins
Andrew Peterson

Judith Pendergrass

DEGREE PLAN TABLE OF CONTENTS

114 Transfer Credits

STUDENT Minerva Metropol

FOR OFFICE USE ONLY

DATE OF CANDIDACY ___/_____ ADVISOR_____

AREA AND PAGE REF. #	COMPETENCE TITLE (Key Words/ Subject area)	PRES.	FUTURE	AMEND	
SECTION I. CBL 1.	Interviewing	X			
Civic 2.	Youth Programs	X			
Civic 3.	Fund Raising	X			
Voc. 4.	Office practice and supervision	X			
Voc. 5.	Abnormal Psychology	X			
Rec. 6.	Still Photography	X			
Personal Dev. 7.	I.E.P.C.	X			
Personal Dev. 8.	American religions	X			
SECTION II. CBL 9.	Translating technical information		X		
Civic 10.	Air Pollution Control		X		
Civic 11.	Subcultures and the Native American		X		
Voc. 12.	Sensitivity Training		X		
Voc. 13.	Counseling Theories and Techniques		X		
Voc. 14.	Juvenile Delinquency		X		
Voc. 15.	American Correctional Institutions		X		
Voc. 16.	Halfway Houses for Women		X		
Voc. 17.	Caseworker in women's prison		X		
Rec. 18.	Metal Sculpture		X		
19.					
20.					
21.					
22.					
23.					
24.					
25.					

SECTION I: COMPETENCES GAINED PRIOR TO ADMISSION TO DEGREE CANDIDACY

A. COMMUNICATION AND BASIC LEARNING COMPETENCE

Competence: Knows and can use basic principles and techniques of conducting an individual interview; establishing rapport, eliciting information, probing without creating resistance, communicating clearly.

Achieved By: Independent study; life/work experiences.

Process Description: Reading articles and books on conducting an individual interview; managing a volunteer organization; personnel selection and supervision and program development; serving as Assistant to the Council Administrator of the Girl Scouts; interviewing prospective volunteer workers.

Measurement Techniques: Oral interview, performance test, situational observation.

Description: Observed in the process of interviewing; standard rating form used by the U.S. Civil Service for entry-level interviewers.

Qualifications of Evaluators: Office Manager, Manpower, Inc. Has taught training seminars for employees of Manpower, Inc. in the area of conducting an evaluation interview.

Assistant Council Administrator, Girl Scouts. Successfully completed a graduate course in Conducting an Oral Interview.

SECTION I: COMPETENCES GAINED PRIOR TO ADMISSION TO DEGREE CANDIDACY

B. CIVIC COMPETENCE

Competence: Knows and can apply the basic literature, history and methods of fund raising for a civic organization as well as the top 20% of all volunteer personnel attached to the United Way.

Achieved By: Independent study; life/work experiences.

Process Description: Serving as a volunteer in the annual United Way Drive for ten years; supervising the organizing of volunteers, writing press releases, conducting volunteer training sessions and serving on the Citizens Council; writing a 15-page paper.

Measurement Techniques: Situational observation, product evaluation.

Description: Review of paper and observation of student performing duties in organization.

Qualifications of Evaluators: Director, Central Office of United Way. Seventeen years supervising volunteers and volunteer leaders for the United Way.

Chairperson, Citizens Council. Has conducted a number of training seminars for volunteer workers in a variety of fund raising programs.

SECTION I: COMPETENCES GAINED PRIOR TO ADMISSION TO DEGREE CANDIDACY

C. VOCATIONAL COMPETENCE

Competence: Understands the theories of abnormal personality development and therapeutic approaches commonly used in dealing with deviant behavior, at a level normally achieved by third-year undergraduate students in psychology.

Achieved By: Independent study.

Process Description: Reading standard textbooks and related books in deviant human behavior; discussions with psychologist on content of books.

Measurement Technique: Objective test.

Description: Standard final examination used for the upper level course in abnormal psychology at Hamline University.

Qualifications of Evaluator: Hamline University faculty member, Ph.D. in Psychology.

SECTION I: COMPETENCES GAINED PRIOR TO ADMISSION TO DEGREE CANDIDACY

D. RECREATIONAL COMPETENCE

Competence: Knows and can apply basic principles and procedures of still photography to produce work at a level to rank in top 30% of that submitted in the Twin Cities Amateur Photography Contest.

Achieved By: Independent study; life/work experiences.

Process Description: Choosing necessary equipment and receiving basic instructions in equipment use from a professional photographer; taking black and white and color pictures over ten-year period using different lenses; student reported reading books and numerous periodicals on amateur photography.

Measurement Techniques: Oral interview, product evaluation.

Description: Review of photographs taken by student; oral interview, covering readings and description of methods used by student.

Qualifications of Evaluators: Community College faculty member. Instructor in Photography.

Free-lance photographer who was a former staff photographer for the Minneapolis Tribune.

SECTION I: COMPETENCES GAINED PRIOR TO ADMISSION TO DEGREE CANDIDACY

E. PERSONAL DEVELOPMENT AND SOCIAL AWARENESS COMPETENCE

Competence: Knows major options in religious beliefs found in the U.S.A. (Protestanism, Catholicism, and Judaism), and can apply these to personal life and is consistent and logical in arguments to support own beliefs.

Achieved By: Independent study; life/work experiences.

Process Description: Weekly reading-discussion group sponsored by the Trinity Lutheran Church of St. Paul, under the direction of various leaders; role-playing the parts of practioners of several religions; writing essay on her own religious beliefs with supporting rationale in relation to life goals.

Measurement Techniques: Oral interview, essay test, situational observation.

Description: Rated by discussion leaders who observed student in class discussions; interviewed student and read student essay.

Qualifications of Evaluators: Assistant Pastor, Trinity Lutheran Church. Masters Degree in Religious Education.

Rabbi, Emanuel Temple, and teaches courses in contemporary Jewish faith at Hillel Foundation.

SECTION II. COMPETENCES GAINED AFTER ADMISSION TO DEGREE CANDIDACY

A. COMMUNICATION AND BASIC LEARNING COMPETENCE

Competence: Knows and can apply the basic principles of reducing information written in technical language to language that will make the information usable by lay workers in a human services area.

To Be Achieved By: Internship.

Process Description: Serving two months at the Twin Cities Divorce Education Center (TCDEC); reading basic text on simplified writing; translating basic texts on divorce education as well as a basic procedural manual designed for professionals into an in-service training manual for volunteer workers.

Measurement Techniques: Oral interview, product evaluation.

Description: Review of final draft of the manual.

Qualifications of Evaluators: Director, Twin Cities Divorce Education Center (TCDEC). Has 12 years experience providing in-service training to volunteer workers at TCDEC.

University permanent faculty member (writing). M.S. degree in English Education.

SECTION II: COMPETENCES GAINED AFTER ADMISSION TO DEGREE CANDIDACY

B. CIVIC COMPETENCE

Competence: Knows the basic causes and effects of air pollution and standards of pollution control and can apply those standards in analyzing and evaluating the environmental quality of a specific area of the Twin Cities.

To Be Achieved By: Independent study.

Process Description: Reading basic federal and state guidelines; studying research reports on the Minnehaha Parkway area of Minneapolis; making observations and elementary measurements of the area; and writing a report for the Minnesota State Environmental Control (MSEC) agency.

Measurement Techniques: Oral interview, product evaluation.

Description: Review of report; several discussions with evaluator.

Qualifications of Evaluator: Assistant Director, Minnesota State Environmental Control (MSEC) agnecy. Author of numerous pollution control studies for the State of Minnesota.

SECTION II: COMPETENCES GAINED AFTER ADMISSION TO DEGREE CANDIDACY

C. VOCATIONAL COMPETENCE

Competence: Knows the chief causes of juvenile delinquency and their implications for dealing with women during and after incarceration in a reformatory. This includes categories of criminal offense, peer group relationships, family relationships, types of behavior, sociological definition of juvenile delinquency, justice system elements, and social factors of recidivism.

Achieved By: Independent study.

Process Description: Reading articles on the sociology of delinquency, textbooks, periodic discussions with an instructor of the Sociology of Delinquency at the University of Minnesota and with a specialist in juvenile corrections employed by Jamestown, Inc.

Measurement Technique: Essay examination covering readings.

Description: A final essay examination administered by evaluators which will cover the materials studied.

Qualifications of Evaluators: Instructor of Sociology of Delinquency, University of Minnesota.

Juvenile Corrections Specialist, Jamestown, Inc., who is an instructor in sociology at Community College.

APPENDIX B

SAMPLE NARRATIVE TRANSCRIPT — ABBREVIATED TRANSCRIPT OF A HYPOTHETICAL STUDENT

OFFICIAL TRANSCRIPT

Metropolitan State University issues a Narrative Transcript to students for whom it verifies competence. This type of document has several advantages both to the student and the various recipients. First, it allows the university to describe specifically what competences the student has demonstrated, the process by which those competences were gained, and the evaluations of those competences the student has presented to the university. Such an extensive description allows the reader to form a more complete concept of the student's knowledge and skill than does a standard listing of courses.

Moreover, Metro U does not issue grades for its students. Each evaluator completes a narrative evaluation describing the competence possessed by the student. In this way, the student's accomplishments may be viewed in comparison with her or his goals rather than in comparison with other students enrolled in a course.

The narrative transcript is an embodiment of the philosophy of Metro U. The university believes that its students are capable of analyzing their goals and designing an educational program to reach those goals. Such students are therefore eager for the recipients of their transcript to have a clear picture of their competences, one which they themselves believe to be highly favorable.

In order for a student's competences to be placed on the transcript, the competences must meet the university's definition of competence; and publicly recognized objective evidence, adequate to support the level of competence claimed, must be submitted to the university. These competences may have been achieved prior to or following enrollment in Metro U.

Metro State—PT-1—1/29/76—2766
(1/76)

METROPOLITAN STATE UNIVERSITY (612) 296-3875
121 Metro Square Building, 7th & Robert, St. Paul, Minnesota 55101

LEARNING-ASSESSMENT AGREEMENT

Date _____ **LAA Number** _____ **Advisor** Elizabeth Shinnee

INSTRUCTIONS TO STUDENT: Please complete your name, address, phone, and name of advisor, if assigned. Complete Part 1.
INSTRUCTIONS TO EVALUATOR: Please complete your name, address, and phone. Read Part 1 and refer to "Guidelines" for completing Part 2. Please type or print clearly. Secure student's signature. Sign and return this completed form (retain blue copy) to Metro U Business Office, Resource Records. Thank you.

STUDENT Minerva Metropol (name) 1207 Third Street, St. Paul, Minnesota (address, city, state, zip) 55101 739-1000 (phone)

EVALUATOR James Sever (name) (address) (city, state, zip) (phone)

STUDENT ACKNOWLEDGMENT:	EVALUATOR CERTIFICATION:	METRO U ASSESSMENT OFFICE:
Minerva Metropol 3/72	James Sever March, 1972	Leah Harvey March 1972
signature date	signature date	signature date

1 COMPETENCE: Knows and can use basic principles and techniques of conducting an oral interview; establishing rapport, eliciting information, probing without creating resistance, communicating clearly.

ACHIEVED BY: ☒ LIFE/WORK EXPERIENCES ☐ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☒ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE **DATES:**
PROCESS DESCRIPTION: Reading articles and books on conducting an individual interview; managing a volunteer organization; personnel selection and supervision and program development; serving as Assistant to the Council Administrator of the Girl Scouts; interviewing prospective volunteer workers.

2 PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☐ YES ☒ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☒ ORAL INTERVIEW ☐ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☒ PERFORMANCE TEST ☒ SITUATIONAL OBSERVATION ☐ PRODUCT EVALUATION ☐ ESSAY TEST
DESCRIPTION: Observed in the process of interviewing; standard rating form used by the U.S. Civil Service for entry-level interviewers; oral interview with student.

NAME AND QUALIFICATIONS OF EVALUATOR: James Sever, Office Manager, Manpower, Inc. Has taught training seminars for employees of Manpower, Inc. in the area of conducting an evaluation interview.
EVALUATION:

- Easily establishes rapport with various types of people.
- Able to elicit all required information.
- Can probe without creating resistance on the part of the subject.
- Does use sound basic principles and techniques in interviewing.

METROPOLITAN STATE UNIVERSITY (612) 296-3875
121 Metro Square Building, 7th & Robert, St. Paul, Minnesota 55101

LEARNING-ASSESSMENT AGREEMENT

Date _____ LAA Number _____ Advisor Elizabeth Shippee

INSTRUCTIONS TO STUDENT: Please complete your name, address, phone, and name of advisor, if assigned. Complete Part 1.
INSTRUCTIONS TO EVALUATOR: Please complete your name, address, and phone. Read Part 1 and refer to "Guidelines" for completing Part 2. Please type or print clearly. Secure student's signature. Sign and return this completed form (retain blue copy) to Metro U Business Office, Resource Records. Thank you.

STUDENT Minerva Metropol (name) 1207 Third Street, St. Paul, Minnesota 55101 (address, city, state, zip) 739-1000 (phone)

EVALUATOR Holly Andrews (name) (address) (city, state, zip) (phone)

STUDENT ACKNOWLEDGMENT:	EVALUATOR CERTIFICATION:	METRO U ASSESSMENT OFFICE:
Minerva Metropol 3/72	Holly Andrews March 1972	Leah Harvey March 1972
signature date	signature date	signature date

1 COMPETENCE: Knows and can use basic principles and techniques of conducting an individual interview; establishing rapport, eliciting information, probing without creating resistance, communicating clearly.

ACHIEVED BY: ☒ LIFE/WORK EXPERIENCES ☐ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☒ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE DATES:
PROCESS DESCRIPTION: Reading articles and books on conducting an individual interview; managing a volunteer organization; personnel selection and supervision and program development; serving as Assistant to the Council Administrator of the Girl Scouts; interviewing prospective volunteer workers.

2 PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☐ YES ☒ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☐ ORAL INTERVIEW ☐ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☐ PERFORMANCE TEST ☒ SITUATIONAL OBSERVATION ☐ PRODUCT EVALUATION ☐ ESSAY TEST
DESCRIPTION: Observed in the process of interviewing; standard rating form used by the U.S. Civil Service for entry-level interviewers.

NAME AND QUALIFICATIONS OF EVALUATOR: Holly Andrews, Assistant Council Administrator, Girl Scouts. Successfully completed a graduate course in Conducting an Oral Interview.

EVALUATION:

- Communicates clearly the responsibilities of volunteer position and Girl Scout policies and procedures.
- Appeared to make interviewees at ease.
- Was able to obtain all the necessary information.
- Is able to use the basic principles and techniques of conducting an individual interview.

Metro State—PT-1—1/29/76—2766
(1/76)

METROPOLITAN STATE UNIVERSITY (612) 296-3875
121 Metro Square Building, 7th & Robert, St. Paul, Minnesota 55101

LEARNING-ASSESSMENT AGREEMENT

Date _____ **LAA Number** _____ **Advisor** Elizabeth Shippee

INSTRUCTIONS TO STUDENT: Please complete your name, address, phone, and name of advisor, if assigned. Complete Part 1.

INSTRUCTIONS TO EVALUATOR: Please complete your name, address, and phone. Read Part 1 and refer to "Guidelines" for completing Part 2. Please type or print clearly. Secure student's signature. Sign and return this completed form (retain blue copy) to Metro U Business Office, Resource Records. Thank you.

STUDENT Minerva Metropol, 1207 Third Street, St. Paul, Minnesota 55101 739-1000
(name) (address) (city, state, zip) (phone)

EVALUATOR Joe Deertrail
(name) (address) (city, state, zip) (phone)

STUDENT ACKNOWLEDGMENT:		EVALUATOR CERTIFICATION:		METRO U ASSESSMENT OFFICE:	
Minerva Metropol 6/73		Joe Deertrail 6-73		Leah Harvey 6-73	
signature	date	signature	date	signature	date

1 COMPETENCE: Knows principles and techniques of analyzing a society for the values, customs, and mores of its subgroups and can apply that knowledge in analyzing the Native American subgroup as it exists in the Twin Cities.

ACHIEVED BY: ☐ LIFE/WORK EXPERIENCES ☒ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☐ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE **DATES:**

PROCESS DESCRIPTION: Metro U course, Fundamentals of Cultural Anthropology; special study of the Native American culture in the Twin City area, including interviews with group members; reading several articles dealing with the history of the Native American in the area; participating in religious and social activities with small groups of Native Americans.

2 PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☐ YES ☒ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☒ ORAL INTERVIEW ☐ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☐ PERFORMANCE TEST ☐ SITUATIONAL OBSERVATION ☐ PRODUCT EVALUATION ☐ ESSAY TEST

DESCRIPTION: Oral interview, based on an outline not given to the student in advance, was designed and administered by a panel.

NAME AND QUALIFICATIONS OF EVALUATOR: Joe Deertrail, President, St. Paul AIM Chapter. Native American.

EVALUATION:

- Has a good basic understanding of Native American culture as represented in Minneaplois and St. Paul.
- Participation in activities indicated a sensitivity to values, customs, and mores of the Native American culture.

METROPOLITAN STATE UNIVERSITY (612) 296-3875
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STUDENT Minerva Metropol, 1207 Third Street, St. Paul, Minnesota 55101 739-1000
(name) (address) (city, state, zip) (phone)

EVALUATOR Stanley Riggs
(name) (address) (city, state, zip) (phone)

STUDENT ACKNOWLEDGMENT:	EVALUATOR CERTIFICATION:	METRO U ASSESSMENT OFFICE:
Minerva Metropol 6/73	Stanley Riggs 6-73	Lea Harvey 6-73
signature date	signature date	signature date

1 COMPETENCE: Knows principles and techniques of analyzing a society for the values, customs, and mores of its subgroups and can apply that knowledge in analyzing the Native American subgroup as it exists in the Twin Cities.

ACHIEVED BY: ☐ LIFE/WORK EXPERIENCES ☒ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☐ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE **DATES:**

PROCESS DESCRIPTION: Metro U course, Fundamentals of Cultural Anthropology; special study of the Native American culture in the Twin City area, including interviews with group members; reading several articles dealing with the history of the Native American in the area; participating in religious and social activities with small groups of Native Americans.

2 PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☒ YES ☐ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☒ ORAL INTERVIEW ☐ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☐ PERFORMANCE TEST ☐ SITUATIONAL OBSERVATION ☐ PRODUCT EVALUATION ☐ ESSAY TEST

DESCRIPTION: Oral interview, based on an outline not given to the student in advance, was designed and administered by a panel.

NAME AND QUALIFICATIONS OF EVALUATOR: Stanley Riggs, Metro U permanent faculty member. Ph.D. in Anthropology.

EVALUATION:

- Understands the principles of analyzing the cultural components of a society and the ability to apply that understanding to the analysis of the Twin City Native American.
- Knowledge is equivalent to that of a beginning Anthropology student.
- Able to apply that understanding to similar analyses of other subgroups.

Metro State—PT-1—1/29/76—2766
(1/78)

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LEARNING-ASSESSMENT AGREEMENT

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STUDENT Minerva Metropol (name) 1207 Third Street, St. Paul, Minnesota (address) 55101 (city, state, zip) 739-1000 (phone)

EVALUATOR Clement Rogers (name) (address) (city, state, zip) (phone)

STUDENT ACKNOWLEDGMENT: June 1972	EVALUATOR CERTIFICATION:	METRO U ASSESSMENT OFFICE:
Minerva Metropol	Clement Rogers 6/72	James Webb June 1972
signature date	signature date	signature date

1 COMPETENCE: Knows and can apply the basic literature, history and methods of fund raising for a civic organization as well as the top 20% of all volunteer personnel attached to the United Way.

ACHIEVED BY: ☒ LIFE/WORK EXPERIENCES ☐ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☒ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE DATES:
PROCESS DESCRIPTION: Serving as a volunteer in the annual United Way Drive for ten years; supervising the organizing of volunteers, writing press releases, conducting volunteer training sessions and serving on the Citizens Council; writing a 15-page paper.

2 PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☒ YES ☐ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☐ ORAL INTERVIEW ☐ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☐ PERFORMANCE TEST ☒ SITUATIONAL OBSERVATION ☒ PRODUCT EVALUATION ☐ ESSAY TEST
DESCRIPTION: Review of paper and observation of student performing duties in organization.

NAME AND QUALIFICATIONS OF EVALUATOR: Clement Rogers, Director, Central Office of United Way. Seventeen years supervising volunteers and volunteer leaders for the United Way.

EVALUATION:

- Able to articulate the basic theory and methodology of the United Way approach to fund raising.
- Knows the literature and history of the organization and its role in the community.
- Knowledge of procedures and efficiency at the various levels of the organization indicate a performance level in the top 20% of volunteer personnel attached to the United Way.

Metro State—PT-1—1/29/76—2768
(1/76)

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LEARNING-ASSESSMENT AGREEMENT

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STUDENT Minerva Metropol (name) 1207 Third Street, St. Paul, Minnesota (address) 55101 (city, state, zip) 739-1000 (phone)

EVALUATOR Virginia Sawyer (name) _____ (address) _____ (city, state, zip) _____ (phone)

STUDENT ACKNOWLEDGMENT:	EVALUATOR CERTIFICATION:	METRO U ASSESSMENT OFFICE:
6/72		
Minerva Metropol	Virginia Sawyer 6/72	Jane Webb June 1976
signature / date	signature / date	signature / date

1 COMPETENCE: Knows and can apply the basic literature, history and methods of fund raising for a civic organization as well as the top 20% of all volunteer personnel attached to the United Way.

ACHIEVED BY: ☒ LIFE/WORK EXPERIENCES ☐ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☒ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE **DATES:**

PROCESS DESCRIPTION: Serving as a volunteer in the annual United Way Drive for ten years; supervising the organizing of volunteers, writing press releases, conducting volunteer training sessions and serving on the Citizens Council; writing a 15-page paper.

2 PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☒ YES ☐ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☐ ORAL INTERVIEW ☐ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☐ PERFORMANCE TEST ☒ SITUATIONAL OBSERVATION ☒ PRODUCT EVALUATION ☐ ESSAY TEST

DESCRIPTION: Review of paper and observation of student performing duties in organization.

NAME AND QUALIFICATIONS OF EVALUATOR: Virginia Sawyer, Chairperson, Citizens Council. Has conducted a number of training seminars for volunteer workers in a variety of fund raising programs.

EVALUATION:

- Knows the literature and history of the United Way and its approach to fund raising.
- Performance level in fund raising campaigns puts her in the top 20% of volunteer personnel attached to the United Way.

Metro State—PT-1—1/29/76—2766
(1/76)

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LEARNING-ASSESSMENT AGREEMENT

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STUDENT Minerva Metropol (name), 1207 Third Street (address), St. Paul, Minnesota, 55101 (city, state, zip), 739-1000 (phone)

EVALUATOR Alex Gerhardt (name), _____ (address), _____ (city, state, zip), _____ (phone)

STUDENT ACKNOWLEDGMENT:	EVALUATOR CERTIFICATION:	METRO U ASSESSMENT OFFICE:
Minerva Metropol 2/74	Alex Gerhardt 3-74	Anne Wehr 3-74
signature date	signature date	signature date

1 COMPETENCE: Knows the chief causes of juvenile delinquency and their implications for dealing with women during and after incarceration in a reformatory. This includes categories of criminal offense, peer group relationships, family relationships, types of behavior, sociological definition of juvenile delinquency, justice systems elements, and social factors of recidivism.

ACHIEVED BY: ☐ LIFE/WORK EXPERIENCES ☐ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☒ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE **DATES:**
PROCESS DESCRIPTION: Reading articles of the sociology of delinquency, textbooks, periodic discussions with an instructor of the Sociology of Delinquency at the University of Minnesota and with a specialist in juvenile corrections employed by Jamestown, Inc.

2 PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☐ YES ☒ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☐ ORAL INTERVIEW ☐ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☐ PERFORMANCE TEST ☐ SITUATIONAL OBSERVATION ☐ PRODUCT EVALUATION ☒ ESSAY TEST
DESCRIPTION: A final essay examination administered by evaluators which covered the materials studied.

NAME AND QUALIFICATIONS OF EVALUATOR: Alex Gerhardt, Instructor of Sociology of Delinquency, University of Minnesota.

EVALUATION:

- Possesses knowledge of 85% of material dealing with the causes of juvenile delinquency and the implications for deaing with women offenders.
- Topics covered included: categories of criminal offense, peer group relationships, family relationships, types of behavior, sociological definition of juvenile delinquency, justice system elements, social factors of recidivism.

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STUDENT Minerva Metropol (name), 1207 Third Street (address), St. Paul, Minnesota 55101 (city, state, zip), 739-1000 (phone)

EVALUATOR Bruce Allport (name), (address), (city, state, zip), (phone)

STUDENT ACKNOWLEDGMENT:	EVALUATOR CERTIFICATION:	METRO U ASSESSMENT OFFICE:
Minerva Metropol 3/74	Bruce Allport 3-74	Jane Webb 3-74
signature date	signature date	signature date

1 COMPETENCE: Knows the chief causes of juvenile delinquency and their implications for dealing with women during and after incarceration in a reformatory. This includes categories of criminal offense, peer group relationships, family relationships, types of behavior, sociological definition of juvenile delinquency, justice system elements, and social factors of recidivism.

ACHIEVED BY: ☐ LIFE/WORK EXPERIENCES ☐ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☒ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE DATES:

PROCESS DESCRIPTION: Reading articles on the sociology of delinquency, textbooks, periodic discussions with an instructor of the Sociology of Delinquency at the University of Minnesota and with a specialist in juvenile corrections employed by Jamestown, Inc.

2 PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☐ YES ☒ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☐ ORAL INTERVIEW ☐ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☐ PERFORMANCE TEST ☐ SITUATIONAL OBSERVATION ☐ PRODUCT EVALUATION ☒ ESSAY TEST

DESCRIPTION: A final essay examination administered by evaluators which covered the material studied.

NAME AND QUALIFICATIONS OF EVALUATOR: Bruce Allport, Juvenile Corrections Specialist, Jamestown, Inc., instructor in sociology at Community College.

EVALUATION:

- Possesses knowledge of 85% of material dealing with the causes of juvenile delinquency and the implications for dealing with women offenders.
- Topics covered included: categories of criminal offense, peer group relationships, family relationships, types of behavior, sociological definition of juvenile delinquency, justice system elements, social factors of recidivism.

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STUDENT Minerva Metropol (name) 1207 Third Street, St. Paul, Minnesota 55101 (address, city, state, zip) 739-1000 (phone)

EVALUATOR Dale France (name) (address) (city, state, zip) (phone)

STUDENT ACKNOWLEDGMENT:	EVALUATOR CERTIFICATION:	METRO U ASSESSMENT OFFICE:
Minerva Metropol 9/72	Dale France 9/72	Claire Webb 9/72
signature date	signature date	signature date

1 COMPETENCE: Understands the theories of abnormal personality development and therapeutic approaches commonly used in dealing with deviant behavior, at a level normally achieved by third-year undergraduate students in psychology.

ACHIEVED BY: ☐ LIFE/WORK EXPERIENCES ☐ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☒ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE **DATES:**
PROCESS DESCRIPTION: Reading standard textbooks and related books in deviant human behavior; discussions with psychologist on content of books.

2 PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☒ YES ☐ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☐ ORAL INTERVIEW ☒ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☐ PERFORMANCE TEST ☐ SITUATIONAL OBSERVATION ☐ PRODUCT EVALUATION ☐ ESSAY TEST
DESCRIPTION: Standard final examination used for the upper level course in abnormal psychology at Hamline University.

NAME AND QUALIFICATIONS OF EVALUATOR: Dale France, Hamline University faculty member, Ph.D. in Psychology.

EVALUATION:

- Able to define the principle causes of deviant behavior and compare at a basic level several therapeutic techniques commonly used in dealing with such behavior.
- Received a score on the examination equivalent to that normally obtained by students receiving a "B" in the course.

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STUDENT Minerva Metropol (name) 1207 Third Street, St. Paul, Minnesota (address) 55101 (city, state, zip) 739-1000 (phone)

EVALUATOR Ken Symington (name) (address) (city, state, zip) (phone)

STUDENT ACKNOWLEDGMENT:	EVALUATOR CERTIFICATION:	METRO U ASSESSMENT OFFICE:
Minerva Metropol 9/72	Ken Symington 9/72	[illegible] 9/72
signature date	signature date	signature date

1 COMPETENCE: Knows and can apply basic principles and procedures of still photography to produce work at a level to rank in top 30% of that submitted in the Twin Cities Amateur Photography Contest.

ACHIEVED BY: ☒ LIFE/WORK EXPERIENCES ☐ CLASS/GROUP LEARNING OPPORTUNITY ☐ INTERNSHIP ☒ INDEPENDENT STUDY ☐ OTHER INSTITUTION COURSE **DATES:**

PROCESS DESCRIPTION: Choosing necessary equipment and receiving basic instructions in equipment use from a professional photographer; taking black and white and color pictures over ten-year period using different lenses; student reported reading books and numerous periodicals on amateur photography.

2 PROCESS VERIFICATION: CAN YOU, THE EVALUATOR, VERIFY COMPLETE ACCURACY OF THE PROCESS DESCRIPTION IN PART 1 (ABOVE) ☒ YES ☐ NO IF NO, PLEASE UNDERLINE PARTS YOU CAN VERIFY.

MEASUREMENT TECHNIQUES: ☒ ORAL INTERVIEW ☐ OBJECTIVE TEST ☐ SIMULATION EXERCISE ☐ PERFORMANCE TEST ☐ SITUATIONAL OBSERVATION ☒ PRODUCT EVALUATION ☐ ESSAY TEST
DESCRIPTION: Review of photographs taken by student; oral interview covering readings and description of methods used by student.

NAME AND QUALIFICATIONS OF EVALUATOR: Ken Symington, Community College faculty member, instructor in Photography.

EVALUATION:

- Understands principles, procedures and equipment use.
- Good quality of depth of field and clarity of focus in photographs.
- Excellent overall sense of composition.